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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

DISTRICT RECONFIGURATION AND FACILITIES PROGRAM

A Model for Education and Facilities Program Improvements

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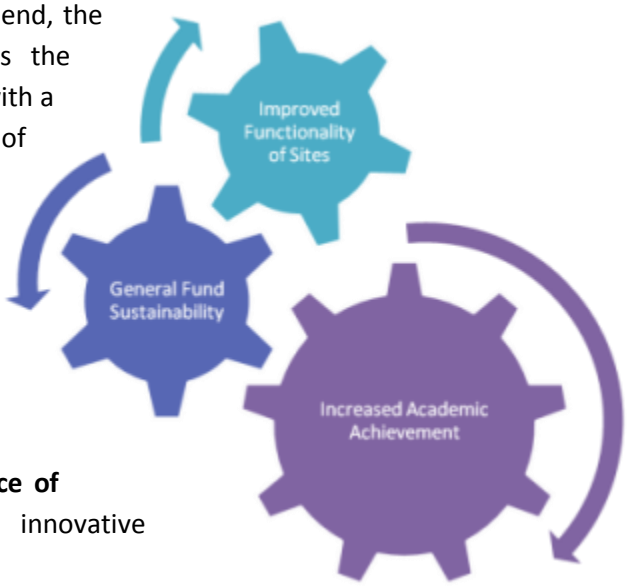
PROGRAM DESIGN

1.1 PROGRAM OBJECTIVES

In February 2014, Caldwell Flores Winters, Inc. (CFW) was retained by the Santa Maria Joint Union High School District (District) to develop and manage a "Reconfiguration and Facilities Program" to assess facilities needs at the District's four high school sites and guide a facilities improvement and financing program to accommodate these needs. In association with the Board of Education, Superintendent Mark Richardson and District staff, CFW has prepared the Reconfiguration and Facilities Program to serve as a blueprint for future improvements that will aid in the creation of 21st century learning environments and innovative academic initiatives for all pupils served by the District.

The planning and implementation of a 21st century high school environment in Santa Maria is driven by two programs—an **education program** that outlines academic achievement opportunities at the school district level, and a **facilities program** that describes how capital improvements will support the implementation of the education program. To that end, the Reconfiguration and Facilities Program integrates the District's vision for innovative education initiatives with a facilities plan that supports the implementation of these initiatives. The Reconfiguration and Facilities Program is designed to achieve the following:



- **Improve academic achievement** by supporting the District's strategic and education program goals with corresponding school facility improvements
- **Transform the functionality and appearance of schools** through the implementation of innovative facility improvements
- **Enhance the sustainability of the District's General Fund** by recommending strategies that maximize state funding and efficiently use local funding resources to achieve the implementation of proposed improvements

The Reconfiguration and Facilities Program is guided by the following considerations:

- **Facilities planning:** What is the District's vision for the future of its schools? What are its support facility requirements? The answers to these questions guide facility standards and education specifications at each school site.

- **Financing and capital planning:** How can local funding sources, facility modernization and new construction grants from the state and recent District capital projects be used to improve District schools? Sources and uses of program funding are evaluated to prioritize elements of the capital plan based on cash flow modeling.

- **Technology planning:** How do mobile digital devices or other technology solutions feature in the District's educational vision? An important element of the Reconfiguration and Facilities Program is the concept of the 21st century learning environment featuring technology assets that are adaptable, collaborative, and engaging.

The Reconfiguration and Facilities Program addresses these considerations based on data from District, local, and state sources, verification of existing conditions through site assessments, collaborative visioning of school site improvements and consideration of available resources and timelines for implementation.

1.2 DISTRICT GOALS

The Reconfiguration and Facilities Program proposes recommendations that support the District's Strategic Plan, whose primary mandate is to prepare students for success in college, a career with growth potential, and productive citizenship in an interconnected world. The District has identified five goals in this mandate:

- **Goal 1:** Develop and implement a course sequence in supporting programs and services that increase the number of students successfully completing A-G courses and/or becoming prepared for a career with growth potential
- **Goal 2:** Provide all students with equal access to learning experiences that enable them to meet the high expectations established by the District
- **Goal 3:** Strengthen District wide support systems, processes, and practices so that they support student learning and success
- **Goal 4:** Strengthen partnerships with parents and the local community
- **Goal 5:** Develop and implement effective strategies for helping all students become responsible for their learning and become lifelong learners

1.3 EDUCATION PROGRAM

1.3.1 OVERVIEW

It has become increasingly important for public schools to improve the academic achievement of students—both as matter of public policy and as a means of survival. With the emergence of charter

schools and other educational options, public schools must offer choices that appeal to parents and children and improve educational achievement. It is also becoming more important that students be given more opportunities to engage in math, science, and engineering in preparation for college or for career opportunities in fast-growing, well-paying sectors of the economy. Students in these kinds of educational environments are more motivated to remain in school, are more engaged in the instruction given to them, and improve academically at a faster rate than students in more traditional programs.

One way to increase academic achievement and provide student choice is by introducing academy or pathway programs. The District is in the process of implementing Common Core State Standards into its core curriculum and views this process as an opportunity to develop curricula with increased rigor and relevance by way of academy and pathway programs. Through such programs, students participate in project-based learning activities that increase their engagement in their education. These expanded programs can integrate with Common Core State Standards as well as with the facilities program for each school site. Since academies and pathway programs work best when the fields of interest are focused, teachers are actively engaged, and site administrators have the right facilities and tools to ensure success, available and ongoing capital and financing resources must be identified. Facilities improvements must support improved academic achievement through facilities projects that enable educational best practices at the high school level.

1.3.2 RESEARCH ON THE ACADEMIC IMPROVEMENT OF HIGH SCHOOL STUDENTS

Robert Blum, a professor at the Johns Hopkins Bloomberg School of Public Health, recently studied adolescent students and found four promising practices that improve learning: establishment of smaller schools and smaller learning communities, development of programs where students feel connected to school, increased collaboration among teachers, and forging stronger linkages between what is learned in school and what is needed in the world of work.[1] Similarly, in 2004, a study panel from the National Research Council and the Institute of Medicine of the National Academies identified a series of factors associated with school engagement. Educators can substantially increase school connectedness in their students when they:

- Avoid separating students into vocational versus college tracks
- Set high academic standards for all students and offer the same core curriculum
- Limit the size of the school by creating small learning environments
- Form multidisciplinary teams in which groups of teachers work with groups of students
- Ensure that every student has an advisor
- Ensure that course content is relevant to the lives of students
- Provide service learning and community service projects

[1] Blum, R.W. (2005). The adolescent learner: A case for school connectedness. *Educational Leadership* 62(7), 16-20.

- Provide experiential, hands-on learning opportunities
- Use a wide variety of instructional methods and technologies
- Extend the class period, school day, and/or school year
- Provide opportunities for students who are falling behind to catch up

It has long been known in the field of education that what is assessed is what is taught. Grant Wiggins, a leading researcher on educational assessment and its relationship to improved student performance, is a proponent of authentic assessments (students performing a task in the real world of work) that are performance or project based. In his article, "Autonomy and the Need to Back-off by Design as Teachers", he notes that teachers need to instruct students to think critically so that they can make better decisions instead of simply memorizing information for a test.[2] Wiggins notes that the goal of all learning is transfer of knowledge, not scripted behavior: "Transfer means that a learner can draw upon and apply from all of what was learned, as the situation warrants, not just do one move at a time in response to a prompt." He further states that students must become autonomous: "You have to be able, on your own, to size up when to use what you previously learned, i.e., analyze the challenge, and judge what to do, mindful of a repertoire of prior learnings; then, implement a purposeful move, and assess its effect." Employers want workers who are able to think through a problem and solve it, ask important questions, and demonstrate autonomy. "Linked Learning" academy and pathway programs provide students with the kinds of learning opportunities that build these necessary skills and critical thinking opportunities.

Another effective educational practice is consistency. The term "90/90/90 schools" refers to schools that have 90% poverty (students who are eligible for free and reduced-price lunch), 90% ethnic minority enrollment, and 90% students who have achieved high academic standards as measured by independently conducted assessments. When studying 90/90/90 schools, what is discovered is that the techniques used are consistent over time. There is consistent emphasis on writing (students write frequently in a variety of subjects), performance assessment, collaboration (teachers routinely collaborate, using real student work as the focus of their discussion), and focus (teachers do not try to "do it all" but are instead highly focused on learning).[3] These attributes add value to a student's success.

1.3.3 RESEARCH ON SMALL LEARNING COMMUNITIES

Research supports the relationship between smaller learning environments, student achievement and improved school climates. To paraphrase some recent literature on the topic, students in smaller schools experience less boredom and receive more personal attention from their teachers. In a small learning environment, it is easier for students to develop mutual respect for each other. Connectedness

[2] Wiggins, G. (2013). Autonomy and the need to back off by design as teachers. Retrieved from: http://grantwiggins.wordpress.com/2013/02/12/autonomy-and-the-need-to-back-off-by-design-as-teachers/.

[3] Reeves, D. (2003). "The 90/90/90 Schools: A Case Study" In: *Accountability in Action and Center for Performance Assessments on 90/90/90 Schools.*

to school is also important for students, and especially so for early adolescent students. Students who feel connected to school are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts or attempt suicide, be depressed, or become pregnant.[4, 5, 6] They are less likely to be truant from school or be involved in fighting, bullying, or vandalism.[7] In addition, students who feel connected to school are more likely to succeed academically and graduate.[8, 9]

1.3.4 RESEARCH ON JOB GROWTH IN SANTA MARIA

Each year the California Workforce Investment Board publishes information regarding those jobs/careers that will have the faster job growth over the next ten years. This data is used by California educators to establish career pathway instruction for community colleges and high schools. The Workforce Investment Board was established by Executive Order in response to the mandate of the federal Workforce Investment Act of 1998. This Board assists the governor in setting and guiding policy in the area of workforce development. All members of the Board are appointed by the governor and represent the many facets of workforce development—business, labor, public education, higher education, economic development, youth activities, employment and training—as well as the state legislature.

The vision of the Workforce Investment Board that represents the Santa Maria area is to embrace comprehensive strategies to develop a skilled workforce for jobs and careers in high demand. Each year, the Workforce Investment Board publishes information regarding which jobs/careers will be most needed and which jobs are the fastest growing in their representative area over the next 10 years. In the Santa Maria area, high-demand occupations and industries include computer programming and design, agriculture and engineering, healthcare, and biotechnology. Based on the Workforce Investment Board, developing Linked Learning academy and/or pathway programs in these fields should help prepare students for jobs in the local area in promising careers or provide the foundational knowledge that will lead to success in college.

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[4] Lonczak, H.S., Abbott, R.D., Hawkins, J.D., Kosterman, R., & Catalano, R.F. (2002). Effects of the Seattle social development project on sexual behavior, pregnancy, birth, and sexually transmitted disease outcomes by age 21 years. *Archives of Pediatrics and Adolescent Medicine* 156(5): 438-47.

[5] Samdal, O., Nutbeam, D., Wold, B., & Kannas, L. (1998). Achieving health and educational goals through schools. *Health Education Research*, 13(3), 383-97.

[6] Shochet, I.M., Dadds, M.R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child and Adolescent Psychology* 35(2): 170-79.

[7] Schapps, E. (2003). *The role of supportive school environments in promoting academic success*. Sacramento, CA: California Department of Education Press.

[8] Connell, J.P., Halpern-Felsher, B., Clifford, E., Crichlow, W., & Usinger, P. (1995). Hanging in there: Behavioral, psychological, and contextual factors affecting whether African-American adolescents stay in school. *Journal of Adolescent Research* 10(1), 41-63.

[9] Wentzel, K.R. (1998). Social relationships and motivation in middle school. *Journal of Educational Psychology* 90(2), 202-09.

1.3.5 RESEARCH CONCLUSIONS

Three key conclusions emerge from the research described above. Currently, District schools are making progress toward the five goals in the District's Strategic Plan. The District is developing academy and pathway programs, expanding the A-G course offering, and increasing the dual enrollment course. These and additional efforts are actively underway at all schools. Based on research, an effective academic program will require facilities that:

- Expand vocational offerings
- Harness technology to expand learning opportunities 24 hours a day, seven days a week, and 365 days a year
- Promote flexible, hands-on, experiential instructional methods and career technical education
- Design new classroom facilities to support small learning communities

Only by designing a facilities implementation program with these efforts in mind can high school campuses be built to maximize the functional impact of new classrooms and support facilities.

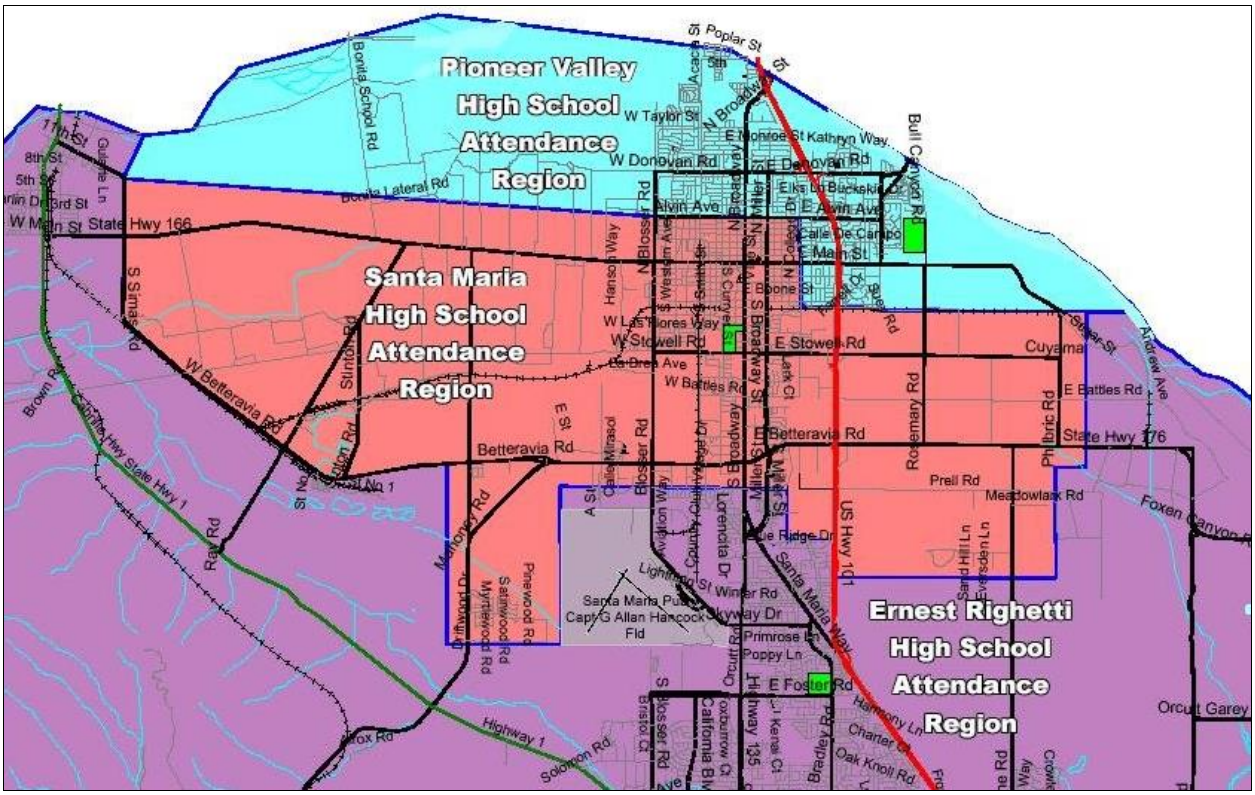
SECTION 2

DEMOGRAPHICS, ENROLLMENTS, AND CAPACITY

2.1 DISTRICT OVERVIEW

Santa Maria Joint Union High School District was established in 1891 as one of the first high school districts in California. It presently serves more than 7,700 students in Grades 9 through 12 and in three comprehensive high schools (Ernest Righetti High, Pioneer Valley High, and Santa Maria High) and one continuation school (Delta High). Attendance boundaries, last revised for the 2004-05 school year, include a large extent of northern Santa Barbara County, with Pioneer Valley High (17.4 sq. mi.) and Santa Maria High (31.5 sq. mi.) serving most of the developed areas and Ernest Righetti High (519.5 sq. mi.) serving the balance.

Fig. 1 – Santa Maria JUHSD Attendance Boundaries



Source: Santa Maria Joint Union High School District

Table 1 – Santa Maria JUHSD Schools

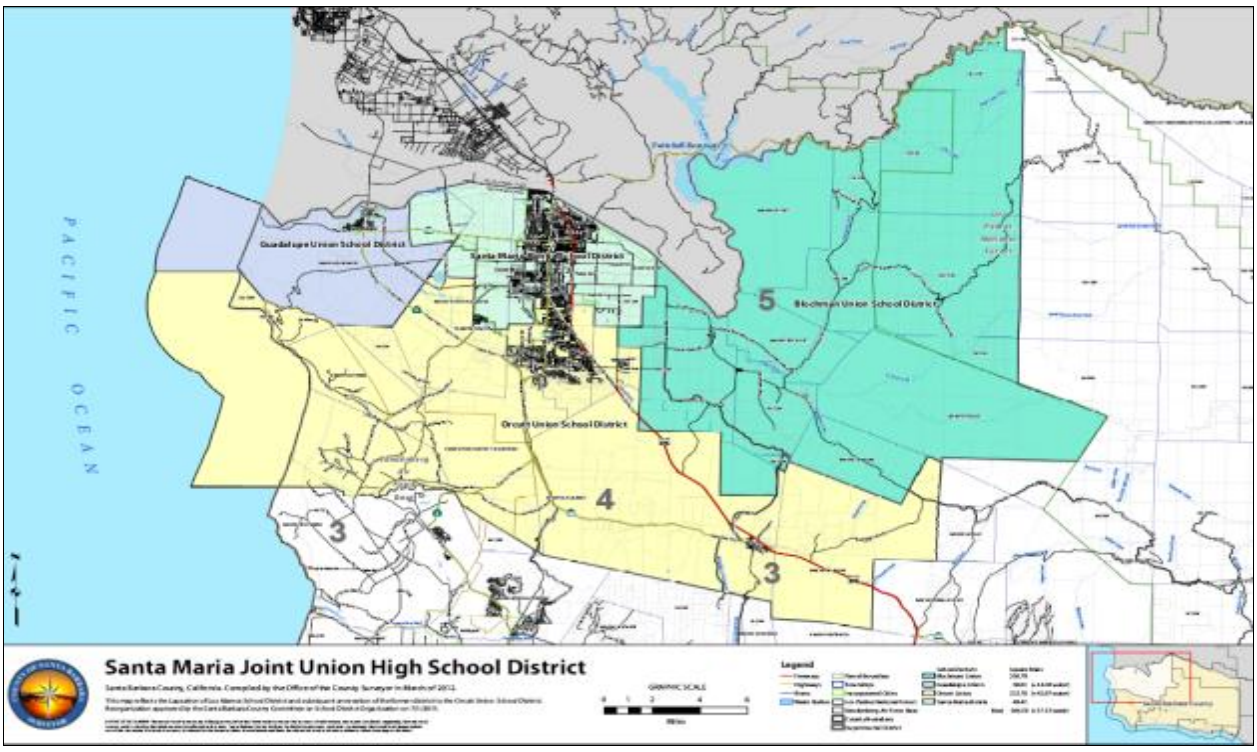
Site	Address	2013-14 CBEDS Enrollment	Grades Served	2013 Growth API* Score	Site Acreage	Year Built
Delta High (DHS)	4893 Bethany Dr.	590	9 to 12	527	3.2	2010
Ernest Righetti High (RHS)	941 E. Foster Rd.	2,099	9 to 12	742	37.7	1960
Pioneer Valley High (PVHS)	675 Panther Dr.	2,688	9 to 12	736	53	2004
Santa Maria High (SMHS)	901 S. Broadway	2,342	9 to 12	713	36.4	1920

*API: Academic Performance Index

Source: California Department of Education; Santa Maria JUHSD

The District serves the cities of Santa Maria and Guadalupe, the unincorporated towns of Los Alamos, Orcutt, and Casmalia, and the rural parts between. Pupils matriculate from four feeder school districts: Santa Maria Bonita, Guadalupe Union Elementary, Blochman Union Elementary, and Orcutt Union Elementary. The former districts of Casmalia Elementary and Los Alamos Elementary were annexed by Orcutt Union in 2008 and 2011, respectively.

Fig. 2 – Santa Maria JUHSD Feeder School Districts



2.2 DEMOGRAPHICS OF THE DISTRICT

Demographic analysis of a school district provides valuable information for the assessment of existing and future school facility needs. Table 2 shows key demographic data for the District's 568-square-mile area. Averaged over the five years between 2008 and 2012, the area was home to 141,629 residents. Approximately 11,400 were of high school age (14 to 18 years old) with 85% of this number enrolled in high school. Each five-year population cohort between ages 0 (birth) and 19 was similar in size, indicating a stable birth rate in the attendance area going back at least two decades. Just over 60% of residents were Hispanic/Latino, which is notably higher than the state proportion of 37.6%. At $57,778, the median family income in the attendance area was 17.3% lower than the California median of $69,883. However, the poverty rate for families with children was comparable to the state (18.7% and 17.0%, respectively).

Table 2 – Santa Maria JUHSD Demographic Profile, 2008-12 Average

	Indicator	Value
Population	Total	141,629
	0-4 years	12,203
	5-9 years	11,567
	10-14 years	11,393
	15-19 years	11,462
	20 years and older	95,004
	Family households with children under 18 years	16,490
	Average family size	3.78
	Persons enrolled in high school (Grades 9 to12)	9,787
Race/Ethnicity	Hispanic/Latino (%)	60.1
	White (%)	32.8
	Asian (%)	4.6
	Black/African-American (%)	1.2
	Other (%)	1.3
Income	Median household income (2012 inflation-adjusted dollars)	$54,521
	Median family income (2012 inflation-adjusted dollars)	$57,778
	Families with children in poverty (%)	18.7

Source: American Community Survey, 2008-2012 5-Year Estimates

2.3 ENROLLMENT TRENDS

A study of past and projected future enrollment has been conducted to better assess classroom loading standards and facility needs. Current enrollments help determine loading standards for classrooms at a school site and a school's capacity to house students. They can also be used to obtain state facility improvement grants and to establish local standards to set maximum student enrollment per site. Historical and projected enrollment trends are used to evaluate the future potential demand for classrooms and facilities.

Enrollment projections for a high school district are typically created by consulting two primary sources of historical data. The first is birth rates in the local community, which serves as an indication of prior and future growth in student population. The second is student enrollment in feeder school districts, which allows one to assess the number of pupils in each grade level between kindergarten and 8th grade in order to examine how this number changes for the 9th grade class upon transitioning to high school.

2.3.1 KINDERGARTEN PROJECTION

Birth rates in California are tracked on a county and ZIP code basis by the state's Department of Public Health and then projected for future years on a county basis by the Demographic Research Unit maintained by the state's Department of Finance. For this analysis, births in Santa Barbara County were collected for the years 1999 through 2012. This data was then filtered to include only those births within the Santa Barbara County ZIP code areas that substantially cover the District (ZIP codes 93434, 93454, 93455, and 93458). A ratio between the total births within District ZIP codes and the total births for each year in the county was then calculated, allowing county birth projections to be applied at a local level.

As displayed in Table 3, Santa Barbara County births grew from 1999 and peaked in 2008. Thereafter, births declined. The state Department of Finance projects births in Santa Barbara County will once again increase in 2014, remain relatively stable through 2018, and then decrease in 2019. Births in the ZIP code areas comprising the District are expected to follow a similar pattern.

Typically, a child born in the Santa Maria community is likely to begin attending kindergarten in local K-8 feeder school districts at the age of five. To predict how likely a local birth will result in local kindergarten attendance five years later, it is helpful to examine how closely these two populations correlate, as shown graphically in Figure 3. The correlation of local births to kindergarten feeder school district attendance is calculated by dividing the number of kindergarten pupils in a given year by the number of local births five years earlier. On average, over a 5-year period, 92% of the births in the District's main ZIP codes attend District feeder schools five years later. Based on the average correlation observed, a coefficient of 0.92 has been applied to each year of projected local birth data to determine the potential kindergarten enrollment five years later.

As local births reached a peak in 2008 and began to fall in 2009, historical data demonstrates that local kindergarten enrollment in feeder Districts began to peak five years later, reaching 2,690 in 2013 and 2,906 in 2014. Similarly, feeder districts enrolled a larger share of local births from 2004 to 2006 (reflecting births from 1999 to 2001). The common theme in both instances was booming economies approximately five years prior to each increase in kindergarten class sizes: a high tech boom yielding dividends throughout the state from 1999 to 2001, and a housing boom yielding similar impacts in all communities from 2006 to 2008. Just as significant, however, is the difference in how the economic recessions that followed both of these periods impacted birth rates. The technology industry slowdown (e.g., the bursting of the "dot-com bubble") did not have a negative impact on county or local births. Instead, births continued to increase in the following years, and, importantly, the local share of county births increased as well—an indication that growth in the Santa Maria Valley outpaced other parts of

Santa Barbara County. Contrasting this experience with birth data following the Great Recession reveal that birth rates fell significantly at both the county and local level.

Table 3 – Feeder District Kindergarten Trends

	Santa Barbara County				Santa Maria JUHSD Feeder Districts		
	Year	County Births	Zip Code Births	Zip Code / County Birth Correlation	Kindergarten Year	Kindergarten Class	Zip Code Births/ Kindergarten Correlation
Historical	1999	5,496	2,015	0.367	2004	2,183	1.08
	2000	5,682	2,145	0.378	2005	2,092	0.98
	2001	5,612	2,185	0.389	2006	2,191	1.00
	2002	5,698	2,318	0.407	2007	2,142	0.92
	2003	5,800	2,409	0.415	2008	2,179	0.90
	2004	6,209	2,699	0.435	2009	2,273	0.84
	2005	6,192	2,817	0.455	2010	2,491	0.88
	2006	6,166	2,839	0.460	2011	2,596	0.91
	2007	6,289	2,927	0.465	2012	2,562	0.88
	2008	6,319	2,932	0.464	2013	2,690	0.92
	2009	6,039	2,840	0.470	2014	2,906	1.02
	2010	5,819	2,809	0.483			
	2011	5,803	2,755	0.475			
	2012	5,584	2,644	0.473	*Prior 10 year average*		*0.93*
		Prior 10 year average		*0.460*	*Prior 5 year average*		*0.92*
		Prior 5 year average		*0.473*	*Prior 2 year average*		*0.97*
	Year	County Births	Zip Code Births		Kindergarten Year	Kindergarten Projection based on prior 5 year average	
Hist.	2010	5,819	2,809	0.483	2015	2,593	*0.92*
	2011	5,803	2,755	0.475	2016	2,543	*0.92*
	2012	5,584	2,644	0.473	2017	2,440	*0.92*
Projected	2013	5,648	2,672	0.473	2018	2,466	*0.92*
	2014	5,658	2,676	0.473	2019	2,470	*0.92*
	2015	5,659	2,677	0.473	2020	2,471	*0.92*
	2016	5,658	2,676	0.473	2021	2,470	*0.92*
	2017	5,655	2,675	0.473	2022	2,469	*0.92*
	2018	5,654	2,675	0.473	2023	2,469	*0.92*
	2019	5,637	2,667	0.473	2024	2,461	*0.92*

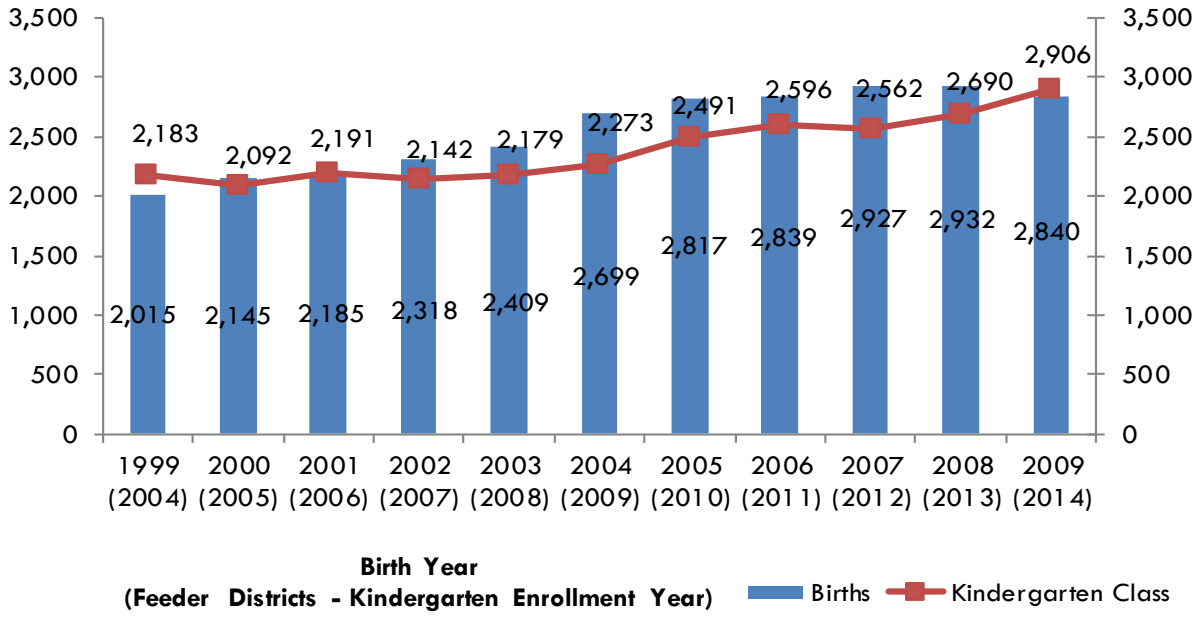
Source: California Department of Public Health; CALPADS

The review of the data therefore suggests two likely outcomes on kindergarten enrollment that will impact the District in future years. The first is that several years of larger kindergarten cohorts will, in eight or nine years' time, matriculate into larger ninth grade enrollments. The second is that a small recession-induced drop in feeder district kindergarten enrollment is likely to be noticed in the next several years, although this will be partly mitigated by stronger growth rates in the Santa Maria Valley. At no time in the projected years enrollment does the analysis suggest kindergarten enrollments are

expected to drop beneath the levels that have been the norm for the past five years, meaning that the population of students can be expected to continue to meet or exceed current student housing capacity as each grade level cohort matriculates toward high school.

Furthermore, it is noteworthy that the kindergarten share of local births reached a 10 year high in 2014. The ratio of 1.02 provided in Table 3 indicates that over 100% of all births five years earlier resulted in a student attending kindergarten at one of the feeder schools. When kindergarten attendance exceeds the earlier birth rate in this manner, it can be inferred that there is a net migration of families moving to the area from outside the community. Nonetheless, future kindergarten cohorts were projected using the more conservative past five-year average birth/kindergarten ratio of 0.92. Given that the prior five year average includes some of the worst years of the Great Recession and its lingering effects, and that the recent recession caused a significantly greater impact to birth rates than other economic downturns, it is assumed that this experience will propagate each year over the next ten years. An alternative projection interpretation would be to base future kindergarten cohorts on the prior *10* year average ratio of 0.93, which is inclusive of strong and weak economic periods, or the prior two year average ratio of 0.97, which encompasses current recovery trends. Under the latter condition, projected kindergarten attendance over the next 10 years would rarely fall below 2,600. If this scenario comes to pass, it would accelerate the rate of enrollment growth which could place growing pressure on future District facilities as each cohort matriculates toward high school.

Fig. 3 – Feeder District Kindergarten Trends



Source: California Department of Public Health; CALPADS

2.3.2 COHORT SURVIVAL PROJECTION

The student enrollment of the District's feeder schools can be analyzed to assess the number of pupils in each grade level and how this number may change as groups of pupils progress from kindergarten through eighth grade in order to observe the impact on the incoming ninth grade class upon transitioning to high school. Once the projection of future kindergarten enrollment is established for the District's K-8 feeders, it can be coupled with historical student cohort survival rates between these grade levels to project grade matriculation over time through grades nine through twelve.

This cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students over time. First, a coefficient is created based on the net migration of students between grade levels, averaged over the past five years. This coefficient is then applied to the total number of students in a selected grade level of the current year to generate a projection of the number of students in a subsequent grade level greater during the following year. For instance, if the average 8th grade cohort over the past five years was 85 students, while the average 7th grade cohort from the year previous was 100 students, then a coefficient of 0.85 is applied to the current 7th grade population to project the 8th grade for next year. A current 7th grade cohort of 110 students would therefore be projected to matriculate to 94 students for 8th grade the following year (the product of 0.85 and 110 students).

Table 4 provides a combined history of Grades K-8 student enrollment between 2004 and 2014 and projected enrollment, including kindergarten enrollment, through 2024. Upon observation, the projected data suggests significant growth in total K-8 enrollment in years 2015 and 2016, resulting in approximately 745 additional students by 2016 in feeder district enrollment.

As with Grades 1-8, the cohort method is used to predict future high school enrollment in the same manner. On average an enrollment decline is observed when comparing the total number of 8th grade students in all feeder districts to the total ninth grade enrollment within the Santa Maria Joint Union High School District one year later. In most communities, this decline can be attributed to students choosing to attend private schools, charter schools, or moving out of the area before beginning the ninth grade. Both Orcutt Union and Blochman Union offer charter high schools serving students in Grades 9 to 12. Current FY 2013-14 data shows that approximately 72% of Orcutt Union's Grade 8 students and approximately 53% of Blochman Union's Grade 8 students matriculate out of each respective feeder district into the 9th grade at Santa Maria Joint Union High School District. Some of the remainder matriculates into each district's respective charter high school.

Blochman Union has served Grades 9-12 for the past 8 years (FY 2006-07 to FY 2013-14). Orcutt Union began serving Grade 9 in FY 2008-09 and added one grade level per year through FY 2011-12. Over the past three years (FY 2011-12 to FY 2013-14), Orcutt Union has served all Grades 9-12. Given that these charter options have been available to students for the past several years, the historical data utilized in the analysis is assumed to already incorporate their selection by some students after the eighth grade. As a result, the coefficient applied to the eighth grade to generate a ninth grade projection takes into account that a certain portion of students will make alternate high school choices. Additionally, this

approach assumes that Orcutt Union and Blochman Union will continue to expand their charter facilities to meet Grade 9-12 capacity needs as enrollment demands increase. Were the charter schools to cap their enrollment at a certain limit, additional enrollment generated in the region would be more likely to enter District schools.

Table 4 – Feeder District Historical and Projected Enrollment

	Grade Level (Feeder Districts)										
Yr End	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**	**Annual Change**
2004	2,183	2,187	2,103	2,018	2,150	2,046	2,018	2,165	2,048	18,918	
2005	2,092	2,305	2,068	2,097	2,055	2,178	2,075	2,009	2,154	19,033	115
2006	2,191	2,247	2,180	2,043	2,112	2,029	2,168	2,088	1,977	19,035	2
2007	2,142	2,319	2,095	2,166	2,020	2,113	2,043	2,209	2,117	19,224	189
2008	2,179	2,266	2,209	2,103	2,192	2,029	2,150	2,043	2,174	19,345	121
2009	2,273	2,266	2,162	2,187	2,100	2,210	2,024	2,135	2,051	19,408	63
2010	2,491	2,369	2,189	2,151	2,192	2,112	2,221	2,048	2,138	19,911	503
2011	2,596	2,551	2,302	2,179	2,167	2,218	2,104	2,223	2,047	20,387	476
2012	2,562	2,664	2,531	2,274	2,183	2,178	2,213	2,132	2,207	20,944	557
2013	2,690	2,610	2,632	2,513	2,303	2,184	2,142	2,221	2,120	21,415	471
2014	2,906	2,546	2,582	2,608	2,536	2,314	2,190	2,181	2,196	22,059	644
2015	2,593	2,935	2,500	2,562	2,626	2,550	2,307	2,211	2,171	22,455	396
2016	2,543	2,605	2,891	2,480	2,582	2,640	2,539	2,328	2,198	22,804	349
2017	2,440	2,545	2,571	2,866	2,499	2,593	2,628	2,566	2,312	23,020	215
2018	2,466	2,431	2,510	2,550	2,891	2,510	2,580	2,655	2,548	23,139	120
2019	2,470	2,445	2,396	2,489	2,571	2,905	2,502	2,609	2,636	23,023	(116)
2020	2,471	2,473	2,409	2,377	2,509	2,583	2,893	2,527	2,592	22,834	(189)
2021	2,470	2,468	2,438	2,389	2,396	2,521	2,572	2,923	2,510	22,687	(147)
2022	2,469	2,465	2,434	2,417	2,408	2,407	2,510	2,599	2,903	22,612	(75)
2023	2,469	2,462	2,430	2,414	2,437	2,420	2,397	2,536	2,581	22,145	(467)
2024	2,461	2,462	2,427	2,410	2,433	2,449	2,410	2,422	2,519	21,993	(153)

Source: CBEDS

Table 5 provides a history of grades 9-12 student enrollment between 2004 and 2014 and projected enrollment through 2024 for the District. In 2010 and 2012 the District experienced overall enrollment decline and recently grew by approximately 85 students in 2014. District enrollment for Grade 9 is anticipated to increase by 383 students over the next five years and by 412 over the next ten years. Total District enrollment is expected to increase by 626 students in the next five years, and over the next ten year horizon by 1,856 students, for a total projected enrollment of 9,576 students in 2024.

The cohort matriculation approach works best during intermediate periods when there has not been a substantial variation in the direction of enrollment trends as it tends to reduce the rate of annual change. Its major weakness is that birth rate data is only accurate to the current year and must be projected thereafter. For example, if future residential development is accelerated, it will substantially increase enrollment beyond what has been forecasted. Likewise, should another major recession occur similar to the one in the last ten year period, enrollment growth will probably be slowed.

Table 5 – Santa Maria JUHSD Historical and Projected Enrollment

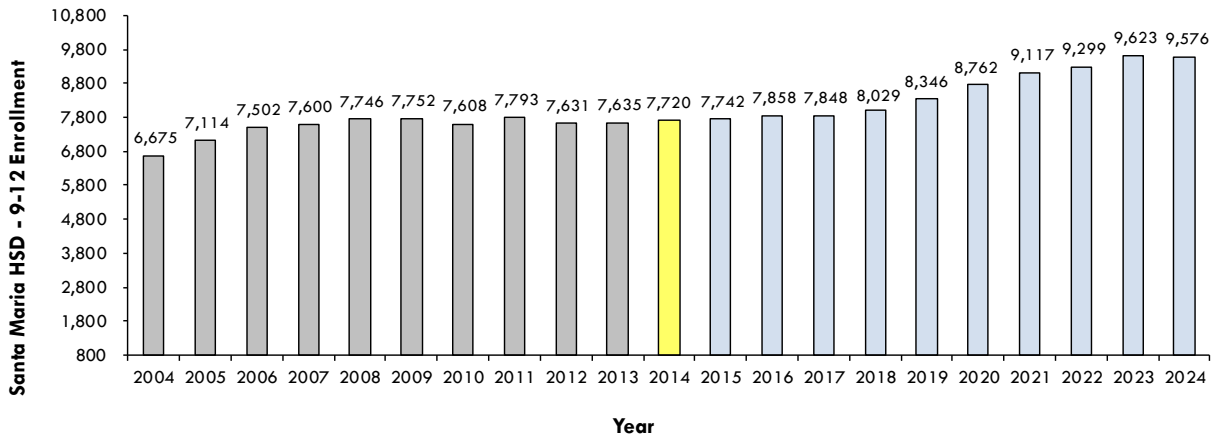
	Grade Level					
Yr End	9	10	11	12	Total	Annual Change
2004	1,837	1,779	1,582	1,477	6,675	
2005	2,010	1,847	1,708	1,549	7,114	439
2006	2,130	1,978	1,753	1,641	7,502	388
2007	1,944	2,081	1,918	1,657	7,600	98
2008	2,024	1,940	1,979	1,803	7,746	146
2009	2,008	1,972	1,831	1,941	7,752	6
2010	1,888	1,977	1,892	1,851	7,608	(144)
2011	1,966	1,874	1,967	1,986	7,793	185
2012	1,849	1,933	1,833	2,016	7,631	(162)
2013	1,962	1,882	1,878	1,913	7,635	4
2014	1,921	1,992	1,822	1,984	7,719	84
2015	1,993	1,918	1,941	1,890	7,742	23
2016	1,964	1,996	1,875	2,023	7,858	116
2017	1,982	1,971	1,944	1,951	7,848	(10)
2018	2,085	1,996	1,918	2,029	8,028	180
2019	2,304	2,096	1,944	2,002	8,346	317
2020	2,383	2,312	2,042	2,025	8,761	416
2021	2,342	2,392	2,253	2,129	9,116	355
2022	2,268	2,353	2,330	2,349	9,299	183
2023	2,623	2,278	2,291	2,430	9,622	323
2024	2,333	2,634	2,219	2,389	9,575	(47)

Source: CBEDS

A key observation from Table 5 and Figure 4 is the enrollment peak anticipated for 2023. While based on birth data projected forward and current K-8 enrollment, the trend over the next ten years indicates growth. This is a historical trend supported by the findings in the District's Demographic Analysis and Projection 2006-2016 Report. The report, which was prepared in March 2006, notes that in contrast to neighboring school districts where enrollments either hit a plateau or were declining, such as San Luis Coastal Unified, Templeton Unified, Lucia Mar Unified, and Oxnard, Santa Maria had seen steady growth. The report suggested reasons such as regional population growth (spurred by fewer growth management constraints compared to adjacent jurisdictions and the stability afforded by Vandenberg AFB and the local agricultural base) and increased housing. New housing starts were expected to average 500 to 600 units per year projecting forward, resulting in 5,450 new homes to be built in the ten years from 2006 to 2015. At the time of the study, Santa Barbara County expected that build-out would occur once an additional 15,000 homes were built in or near Santa Maria, Guadalupe, and Orcutt by 2020 or later. The study predicted a sharp slowdown in housing development between 2006-07 and 2009-10, coupled with loss of construction employment and slow job growth, which would reduce growth in high school enrollments. However, by 2011, strong growth would resume, giving the District approximately five years to plan for higher enrollments in the 2010s that would level off at around 8,600 pupils. More recently, in February 2014, the District received a developer fee justification study that

projected a total of 1,500 new housing units in the District by 2019 (or 300 units per year over the next five years).

Figure 4 – Santa Maria JUHSD Historical and Projected Enrollment



Source: CBEDS

Housing demand, the strength (or weakness) of the local economy over time, and fluctuating student transfers in and out of the District will always add uncertainty to any enrollment projection. However, the data suggests that the District should expect enrollment growth in future years. Most of this growth is anticipated to occur five years from today and peak through 2023. Therefore, the Reconfiguration and Facilities Program should take as its time horizon the period extending through the next 5 years and monitor growth thereafter through 2023 so as to plan as prudently as possible for the potential level of enrollment given the best available data today. Nonetheless, data and the conditions upon which it is based will fluctuate and thus on an annual basis, enrollment projections should be updated and the Reconfiguration and Facilities Program revised to best calibrate with the best available data at the time.

2.4 STUDENT CAPACITY

The capacity of a school site to house students is determined by comparing the total number of classrooms at the site with the standards used to load or populate those classrooms. This information is useful in determining the standards to be used and the need for additional school facilities to house all enrolled students effectively and efficiently. There are two kinds of loading standards to consider. The first is state standards, and the second is local, or District standards.

State standards are primarily used for California's School Facility Program (SFP), which is administered by the state Office for Public School Construction and determines capital funding eligibility from statewide bonds to assist in local school construction and modernization. The state's SFP utilizes a uniform standard across grades to determine school capacities for the purpose of funding new school construction or the modernization of existing facilities. For Grades 9 to 12, the state standard is 27 students for each permanently constructed classroom. Physical education and core facilities are not

included in this calculation. In addition, the state, per policy, does not consider portable classrooms as being available to permanently house students and are thus deducted from any capacity calculation.

Districts are not required to follow these targets for operations and commonly set their own loading capacity standards and include portable classrooms in their capacity to house students. District loading standards more accurately reflect current funding levels for the operational expenses of each active classroom, while state loading standards are utilized to calculate the construction costs of new classroom buildings (particularly for the allotment of state grants for modernization and new construction). The District's loading standard is 30 students per classroom for Grades 9 to 12, 22 students per classroom for non-severe Special Day Classrooms, and 11 students per classroom for severe Special Day Classrooms. However, due to current needs, the District is presently loading Grades 9 to 12 at 36 students per classroom.

Table 6 – Santa Maria JUHSD Permanent Classroom Inventory

	Year Built/Last Modernized					Year Eligible for Modernization				
	2000	2002	2004	2010	Total	2023	2025	2029	2035	Total
Delta High	0	0	0	11	**11**	0	0	0	11	**11**
Righetti High	59	0	0	0	**59**	0	59	0	0	**59**
Pioneer Valley High	0	0	84	0	**84**	0	0	84	0	**84**
Santa Maria High	66	8	0	0	**74**	0	66	8	0	**74**
Total	125	8	84	11	**228**	0	125	92	11	**228**
Cumulative Total		***133***	***217***	***228***		***0***	***125***	***217***	***228***	

Source: Santa Maria JUHSD

Tables 6 and 7 show the inventory of the District's permanent and portable classrooms, respectively, their date of placement into service or last modernization and the year when they will be eligible for state grant funding for further modernization. For purposes of the state, permanent classrooms are expected to be eligible for modernization 25 years after first constructed or last modernized. Portable classrooms are expected to be eligible for modernization or towards replacement after 20 years since they were first placed in service. Based on Table 6 and 7, the District has 340 classrooms. Of these, 228 classrooms were built on site and are considered permanent classrooms to house students while 112 were brought in fully constructed off-site and were intended to be used as temporary, portable classrooms that could be relocated over time to accommodate peaks in enrollment. Portable classrooms represent 33 percent of total District classrooms, with the vast majority (74.1%) located at Santa Maria and Righetti High. Notably, while no permanent classrooms will be eligible for state modernization grants by 2023, the year of projected peak enrollment, 83 portables will be over 20 years old and eligible for modernization or replacement by state standards at that time.

Table 7 – Santa Maria JUHSD Portable Classroom Inventory

Year Placed in Service / Modernized																
	1990	1991	1993	1994	1995	1996	1997	1999	2000	2001	2002	2004	2005	2008	2013	Total
RHS	8	5	3	0	0	0	4	1	6	2	7	0	0	1	0	37
PVHS	0	0	0	0	0	1	0	10	2	0	0	4	12	0	0	29
SMHS	2	0	2	2	3	0	0	8	6	11	0	0	0	0	12	46
Total	**10**	**5**	**5**	**2**	**3**	**1**	**4**	**19**	**14**	**13**	**7**	**4**	**12**	**1**	**12**	**112**
Cumulative Total		**15**	**20**	**22**	**25**	**26**	**30**	**49**	**63**	**76**	**83**	**87**	**99**	**100**	**112**	

Year Eligible for Modernization																	
	2010	2011	2013	2014	2015	2016	2017	2019	2020	2021	2022	2023	2024	2025	2028	2033	Total
RHS	8	5	3	0	0	0	4	1	6	2	7	0	0	0	1	0	37
PVHS	0	0	0	0	0	1	0	10	2	0	0	0	4	12	0	0	29
SMHS	2	0	2	2	3	0	0	8	6	11	0	0	0	0	0	12	46
Total	**10**	**5**	**5**	**2**	**3**	**1**	**4**	**19**	**14**	**13**	**7**	**0**	**4**	**12**	**1**	**12**	**112**
Cumulative Total		**15**	**20**	**22**	**25**	**26**	**30**	**49**	**63**	**76**	**83**	**83**	**87**	**99**	**100**	**112**	

Source: Santa Maria JUHSD

As shown in Table 8, the District has capacity to house approximately 5,978 students in permanent facilities by state standards and 6,686 students by local standards. However, this does not take into consideration that the enrollment at Delta High is split into two cohorts such that only half of the 590 pupils are on campus at a given time. This allows Delta High to accommodate twice the number of students as its capacity than would otherwise indicate. When portables are added to house students, the District has capacity to house approximately 10,036 students by local standards. Once again, it should be noted that the condition of many of the portables across the District is declining, and these facilities should not be expected to house students to the same standard of quality as, for example, the newer permanent classrooms at Delta High or Pioneer Valley High. Moreover, over half (56.25%) of all portables were placed in service on or before 2000 and will be over 20 years old within 5 years or 2020. The vast majority of these classrooms are located at Santa Maria and Righetti High, the District's older schools.

Table 8 – Santa Maria JUHSD Existing Student Capacity

		Grade Level	Delta High	Ernest Righetti High	Pioneer Valley High	Santa Maria High	Total
	Acreage		3.2	37.7	53	36.4	**130.3**
	Year Initially Built		2010	1960	2004	1920	
	Year Last Modernized		N/A	2000	N/A	2000	
FY 2013-2014	CBEDS	9	65	516	729	611	**1,921**
	CBEDS	10	92	559	711	630	**1,992**
	CBEDS	11	150	496	639	537	**1,822**
	CBEDS	12	283	528	609	564	**1,984**
	Total CBEDS		**590**	**2,099**	**2,688**	**2,342**	**7,719**
State:	Total Permanent Classroom		11	59	84	74	**228**
	SDC - Severe Perm. CR (of total)		0	0	6	0	**6**
	SDC - Non-Severe Perm. CR (of total)		1	1	3	0	**5**
	State Perm. CR Capacity		**283**	**1,579**	**2,118**	**1,998**	**5,978**
Local:	Permanent Classrom Capacity		**322**	**1,762**	**2,382**	**2,220**	**6,686**
	Total Portable CR		0	37	29	46	**112**
	SDC- Severe Portable CR (of total)		0	0	0	0	**-**
	SDC- Non-Severe Portable CR (of total)		0	0	1	0	**1**
	Portables > 20 Years		0	16	0	6	**22**
	Local Portable CR Capacity		**0**	**1,110**	**860**	**1,380**	**3,350**
	Local Total Capacity		**322**	**2,872**	**3,242**	**3,600**	**10,036**

Source: Santa Maria JUHSD

SECTION 3

SITE ASSESSMENTS

3.1 SITE ASSESSMENT BACKGROUND AND OVERVIEW

As noted above, half of the District's schools were built over 50 years ago and the balance was constructed within the last ten years. Santa Maria and Righetti were first constructed in 1920 and 1960, respectively, and Pioneer Valley and Delta were correspondingly constructed in 2004 and 2010. As enrollment has increased over the last 25 years, portable classrooms have been brought onto school sites to meet the demand for additional enrollment. Today, 33 percent of all District classrooms consist of portable buildings, of which close to 55 percent will exceed their useful lives within the next 5 years without further modernization or replacement.

In 2000, local voters approved a $30 million general obligation bond program that provided funding, when coupled with state matching grants, to modernize and improve existing school facilities. In 2004, voters approved a $79 million bond to further modernize schools, leverage matching state grants, and construct new schools. For the most part, the periodic modernization of existing school facilities have focused on the need to comply with contemporary building code requirements, including electrical, plumbing, seismic, health and safety, and handicap accessibility and on the refurbishment of deferred maintenance items. Given the overall age of the District's older facilities and the continual demand for their usage, state modernization grants and local funding options have been insufficient to meet the ongoing need for maintaining contemporary classroom environments and equity with the District's newer schools. Likewise, state matching grants for new construction have been used, in most part, to construct Pioneer Valley and, most recently, Delta High. Additional new construction improvements are underway, including a 12 classroom expansion at Santa Maria High and a new performing arts theater at Pioneer Valley. Nonetheless, the need to replace aging permanent and portable facilities beyond their useful life exceeds current available funding.

In combination with improved facilities and those in need of substantial replacement or repair, the District houses approximately 7,700 students in existing facilities. Of the 340 District classrooms, the vast majority of portable classrooms (74.1%) are at Santa Maria High and Righetti. Many of the portables are in need of replacement while many of the older permanent facilities are in need of transformation, preferably to 21st century classroom environments. Regardless of their age, the District has done a good job of maintaining its classrooms to the best extent possible, given available funding. It has also been diligent in building new schools, particularly classrooms, to accommodate increased enrollment, whenever possible. Beyond the need for classroom improvements, there is a general lack of adequate support facility spaces at most sites; including the need to improve Pope Auditorium, construct additional practice gym facilities at Righetti, and build a new performing arts facility at Pioneer Valley.

The condition of each site's digital infrastructure is another area for assessment and potential improvement. All sites have Local Area Networks installed. Santa Maria, Pioneer Valley and Righetti have a Gigabit Ethernet backbone while Delta relies on a 100Mb backbone system. All classrooms have a minimum of two network drops and the use of routers, switches and wireless hubs provide additional connectivity. All schools have multiple computer labs connected to the District network. In addition, Delta High has undertaken the deployment of 1:1 mobile devices for each student, a goal the District wishes to provide districtwide. With that said, most classrooms in the District lack a sufficiently robust wireless broadband network to support each teacher and student making a simultaneous network connection from a mobile device. When wireless access points were installed in many classrooms at Pioneer Valley and Righetti, for example, it was not anticipated that more than a several dozen devices would be in use at any one time throughout the site. Thus, despite many of the improvements made to the wired network infrastructure at sites over the last decade, significant needs remain in order to support today's requirements of a wireless learning environment.

Furniture, fixtures and equipment were also assessed. In practice a wide range of age, design, condition, vendors and general functionality were observed. There does not appear to be a districtwide specification for furniture and fixtures with less conflict among selected classroom equipment, although much is in need of upgrade and replacement. Desks and chairs were observed from a variety of major vendors, and ranged in style from single-user desks with attached chairs to desks for 2 or 3 students using separate chairs underneath. Furnishings for teachers were similarly variable, with no uniform choice of teacher workstation, podium/media cart, or storage solution. Such an approach and inventory is difficult to manage, maintain and efficiently replace as units fail or reach their economic cycle. Moreover, more traditional seating will be increasingly difficult to accommodate modern classroom technology, 1:1 student devices and necessary approaches to instruction.

For all District schools, initial site assessments were conducted on March 17 and 18, 2014 by a team of school facility planners, construction specialists, and cost estimators. Areas of interest included the physical conditions of classroom and support facility interiors and exteriors, grounds, and infrastructure. Site administrators and District staff assisted by leading tours and identifying areas of concern above the standard rubric used by the team in their evaluations. This information was then distilled into worksheets and summaries of work that may be required based on state and District codes and standards.

Visits were also conducted by an educational planning specialist to investigate further needs and areas of interest and correlate facilities requirements with the District's intended educational program. These visits occurred March 19 and 20, 2014, with follow-up visits occurring April 16, 17, and 22, 2014. Existing conditions and preliminary observations were shared with parents and staff at site meetings held on May 19, 20, and 21.

In each of the following cases, an overview of existing conditions is provided for existing District sites followed by a review of classroom and other facility conditions. A series of districtwide existing conditions is also provided, following the review of school site conditions.

3.2 RIGHETTI HIGH SCHOOL

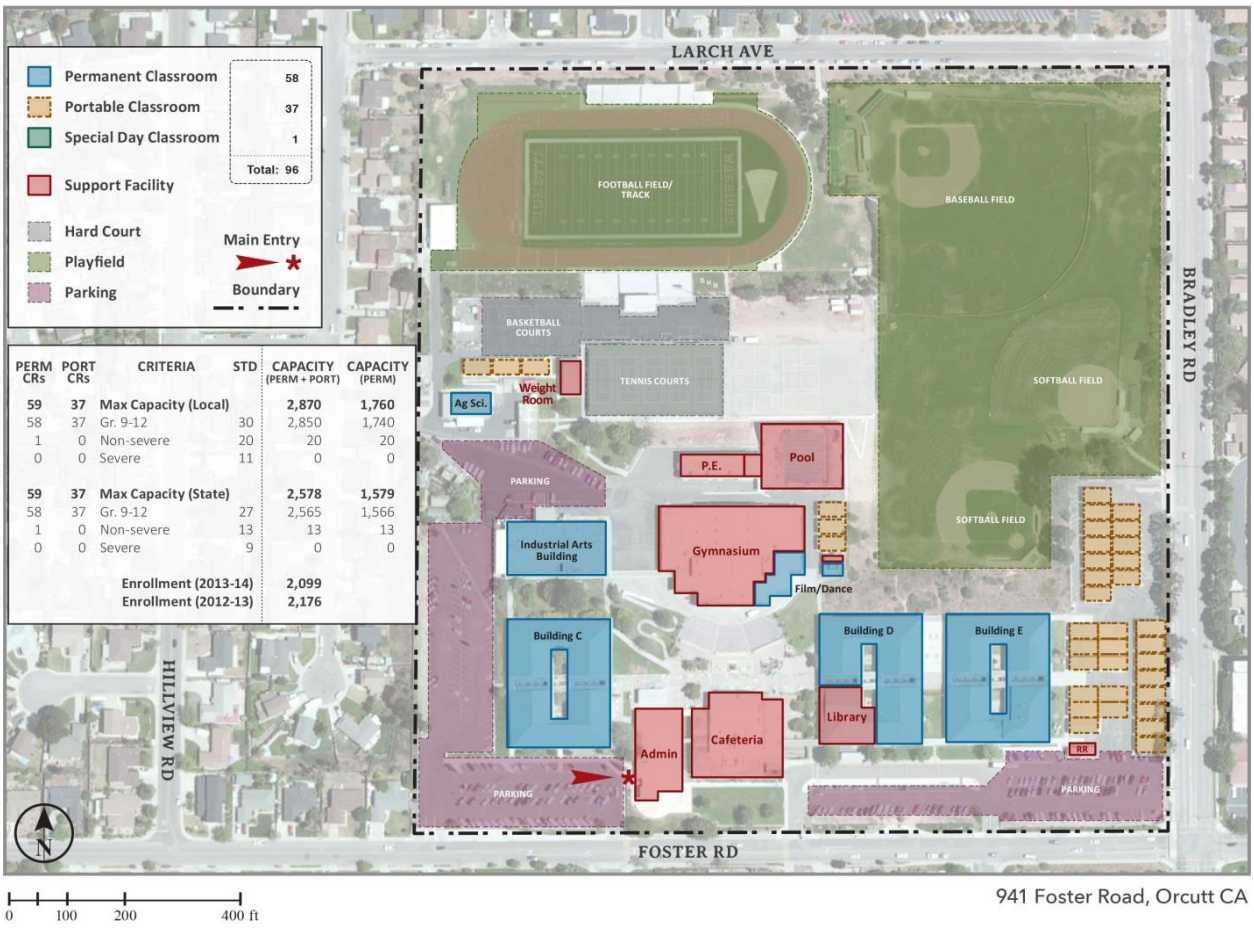
Righetti High's classroom facilities lie on either side of an expansive and well-maintained courtyard.

3.2.1 OVERVIEW

Ernest Righetti High School, located at 941 Foster Road in Orcutt, is the southernmost comprehensive high school in the District. The school's 37.7 acre rectilinear site is situated in the middle of an extensive residential district that extends from Orcutt Road on the west to Highway 101 on the east. Together with the smaller St. Joseph High School (a Catholic school located diagonally opposite Righetti High on the east side of Bradley Road), the school campuses are the largest nonresidential uses in this part of Orcutt. Righetti High is bounded by Larch Avenue on the north, Foster Road on the south, Berrywood Drive on the west (buffered by a row of single family housing), and Bradley Road on the east. Chain-link fencing marks the site perimeter on the north, east, and west.

The school's attendance area is by far the largest of the three in the District, at approximately 520 square miles, yet the major land uses continue to be agriculture and otherwise undeveloped land. Thus its current enrollment of approximately 2,100 pupils is the smallest of the three comprehensive high schools. The northern boundary of the attendance area is largely demarcated by Betteravia Road, although a small portion south of Betteravia in the vicinity of the Central Coast Jet Center is part of the Santa Maria High attendance area. The school draws students from a large geographic area extending south to Vandenberg AFB and Los Alamos and west into the hills, although most pupils are from the Orcutt and southern Santa Maria areas.

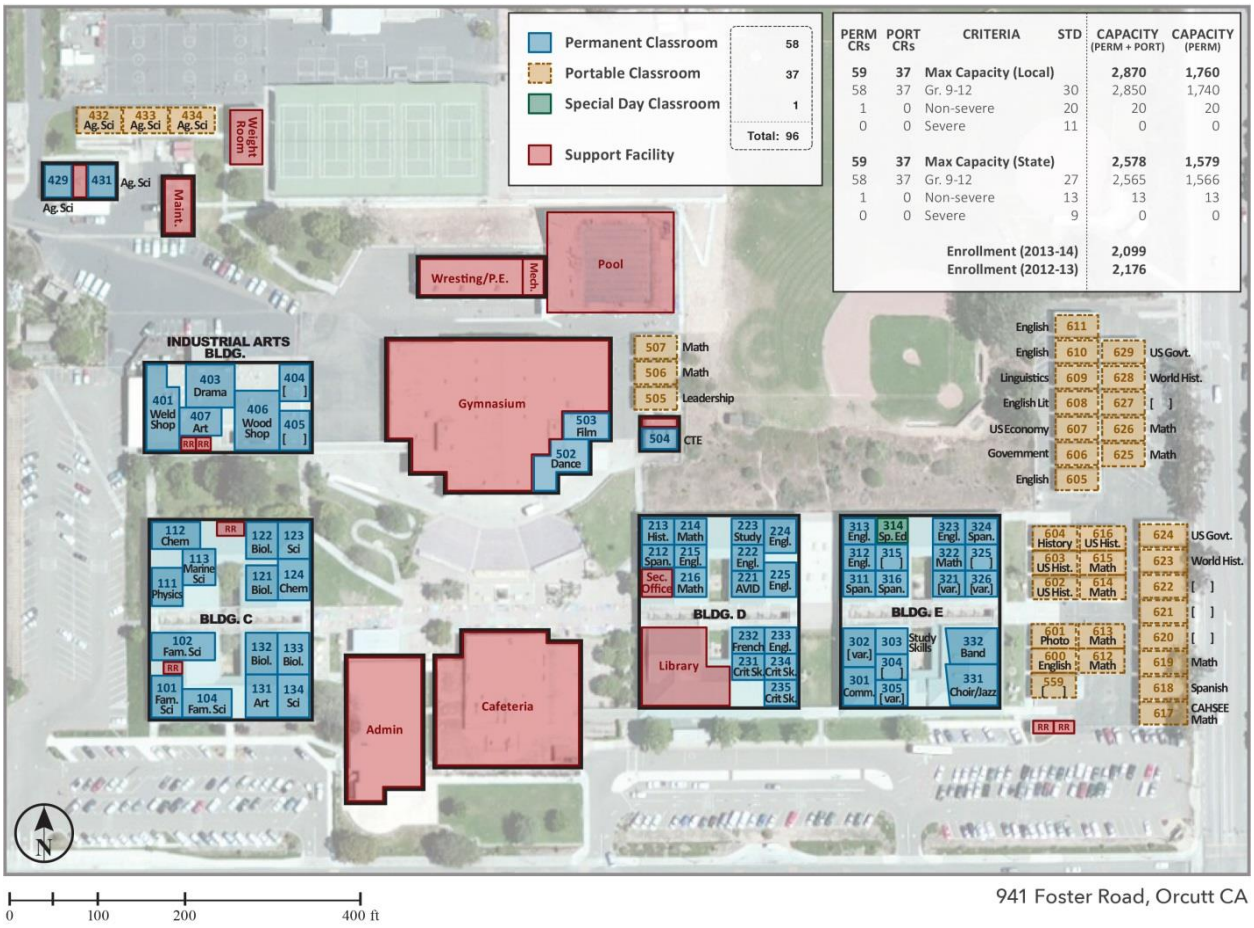
Figure 5 – Righetti High School Overview



Source: Santa Maria JUHSD; Google Earth

Built between 1960 and 1964, the school's primary permanent facilities include four main classroom buildings, an administration building, a cafeteria/multipurpose room, and a gymnasium. Smaller permanent facilities include a weight room, an agricultural science lab, and a career center. Classroom uses tend to be grouped in separate buildings according to their space and infrastructure requirements—for instance, all industrial arts classrooms and workshops are in their own facility on the west side of campus, all lab rooms are contained in Building C to the south of the industrial arts building, and general purpose classrooms are largely found in Buildings D and E. These buildings provide for 59 permanent rooms which are augmented by 37 general purpose portable classrooms, with all but six portables occupying an area on the southeast corner of the campus formerly used for parking. Between permanent and portable classrooms, Righetti High has an enrollment capacity of approximately 2,870 by local District standards.

Figure 6 – Righetti High School Site Plan



Source: Santa Maria JUHSD; Google Earth

The majority of the school's buildings and parking are in the southern half of the site, with the northern half containing the football stadium and track, basketball courts, tennis courts, and ball fields. This arrangement is partly a consequence of topography; the site is unique among District schools in that the southern third of the site is at a notably higher elevation than the northern two-thirds. This can make ADA-accessible path of travel somewhat less convenient. For instance, getting from the cafeteria (higher elevation) to the gym (lower elevation) in a wheelchair requires the use of a winding concrete path that more than doubles the straight line distance between the two buildings.

Another site layout consideration involves an area on the west perimeter where an access road from Berrywood Drive enters the property. This part of the campus contains multiple competing uses: parking, District maintenance offices and storage, student learning spaces, and access to the basketball and tennis courts and football stadium. The cross-flow of pedestrian and vehicular traffic represents a safety concern and symbolizes the need for a better-managed separation between student and non-student uses in this area.

Righetti High has received some capital investment over the years, mostly limited to the addition of missing athletic facilities and upkeep of older buildings. Stadium construction was completed in the late 1980s, with artificial turf and an all-weather track installed in 2006. The swimming pool facility was constructed in 2009 as part of the 2004 Measure "C" bond program. A modernization of all campus buildings, except the administration building, was carried out in 2000, involving interior furnishing and equipment upgrades. Modernization of the administration building was done in 2011. The overall result is a campus that is in generally sound shape, with a few notable exceptions.

In particular, several facilities needs remain, both to support the standards and teaching methods used by today's educational program as well as to maintain the community's long-term investment in classrooms and support facilities. All of the portables on site have begun to outlast their useful life and are now becoming expensive and inefficient to maintain; their replacement with permanent classroom structures is highly recommended. As the original placement of portable buildings reduced the site's parking capacity, an expansion of the existing parking lot is required. Existing permanent classroom wings are maintained well given their age, but do not contain the requisite furnishings, fixtures, and equipment to meet current teaching standards, and as a result do not provide students with a learning environment comparable to modern classrooms. Outfitting classrooms, labs, and the library with improved interior materials consistent with a 21st century learning space will contribute toward the District's academic achievement goals. Finally, indoor athletic facilities on site are limited to a single practice space, while outdoor athletic facilities are insufficient for a school of this size. Given athletic program requirements, additional indoor gymnasium space is recommended. Supplementary outdoor courts for tennis and basketball are also needed, along with reconfiguration of the turf practice area to sufficiently support varsity baseball, softball, and soccer uses. These additions would provide a level of functionality for the school's athletic program commensurate to other District sites. The following sections further detail existing site conditions, with each described need addressed by a corresponding description of proposed improvements contained later within this Reconfiguration and Facilities Program.

3.2.2 GENERAL CLASSROOM CONDITIONS

Righetti High's main classroom buildings reflect 1960s-era design and construction standards but remain in good repair today because of continued maintenance and periodic modernization. Stucco walls are not decayed and the painting is kept up, although exterior wood doors on some of the utility closets attached to buildings show signs of deterioration. In 2000, permanent classrooms underwent a modernization involving a modest improvement to interior conditions. Today, these improvements are demonstrating significant wear or are at risk of obsolescence.

Most classroom buildings share the following characteristics:

- **Walls, doors, and windows** are in good to fair condition, but show signs of years of wear. Windows are set in narrow wooden sashes atop a 5-inch wide stool. Casings are original construction. Most doors leading to exits do not have panic bars. In cases where a regular

classroom may be converted to another use, such as a science lab, panic bars may be required at exit doorways. Door jambs and threshold are of metal construction.

- **Casework, cabinetry, markerboards, and tack boards** are in generally fair condition. Many of these were upgraded during modernization, although their placement does little to advance classroom flexibility. Certain rooms, such as art rooms, retain older wooden casework and storage.
- **Floors and ceilings:** Rooms are typically surfaced in vinyl tile or carpet, and ceilings are laid with rectangular, mineral-fiber lay-in tile. Most floors and ceilings appear to have been modernized and are in good shape except where worn from high foot traffic (in the case of flooring near doorways) or water leaks (in the case of ceiling tiles in a small number of rooms).
- **Furniture:** Classroom furniture is variable in style, from single-user chair/desk combinations to double and triple student desks with movable chairs. Age and condition are also variable, from new to fair condition, though no furniture appears unsafe for use.. Most rooms have furniture to accommodate up to 30 students.
- **Electrical power and data outlets:** Nearly all power and data receptacles are in wall-mounted systems which route the wire down from above the ceiling and distribute the power and data laterally along the walls in raceways 18" to 24" above the floor finish height. The number of electrical power and data outlets in each classroom appears to be adequate for typical use, even in many of the science labs or other specialized learning spaces.
- **Technology:** Wireless internet connections are provided by access points installed in many classrooms, although the overall connectivity of the school site is reported to be patchy, owing to an insufficiently robust wireless local area network infrastructure. Several desktop computers are found in many rooms and utilize either the Windows XP, Windows 7, or Mac OS X operating systems.
- **Code compliance:** Most rooms have been built or retrofitted to modern accessibility and safety standards. Fire alarms and sprinklers are in most rooms and emergency exits are easy to locate.

Typical classroom furniture, fixtures, and equipment.

3.2.3 CLASSROOM OBSERVATIONS

This section details features or uses applicable to particular classroom buildings, in the following order:

- Building C
- Building D
- Building E
- Industrial Arts Building
- Portables

Building C: This building contains fourteen classrooms, numbered 101, 102, 104, 111-113, 121-124, and 131-134. Most of the classrooms in this building are built as science labs or larger classrooms arranged to suit classes in art and family/consumer sciences. A few rooms are equipped with lab peninsulas for up to four students per station, while others are more traditionally set up, with rows of 4-student desks and chairs. Emergency exits are clear and unobstructed. Between the main classrooms are restrooms and a number of smaller storage spaces, all of which are in good condition. The two halves of the building are separated by a breezeway and courtyard. Labs with distinguishing characteristics are listed below:

- Rooms 101 and 104 are equipped for family and consumer sciences, with gas and electric stoves, sewing stations, and moveable furniture
- Rooms 112 and 124 include showers and fume hoods. Room 123 includes an eyewash station
- Rooms 121, 122, and 123 are equipped with casework, gas feeds, and numerous power outlets
- Room 131 was originally built as a lab but is currently used as an art room
- Rooms 132 and 133, which are used for biology classes, feature terrariums along the walls

The casework, built-in peninsula lab stations, and cabinetry of these rooms all limit the configuration and arrangement of furnishings to a single predetermined format, thereby limiting instructor flexibility. Further, student and teacher workspace is severely limited by the placement of technology and storage of lab equipment. This places undue restrictions on the teaching methods available as well as hinders potential project based learning activities that students can be exposed to or the experiments that instructors can demonstrate. Future improvements should ensure adequate lab station elements within an open classroom design. This can be achieved by the replacement of ancillary casework and cabinetry that “clutter” a classroom, in favor of moveable storage options that can be “parked” behind usable student spaces such as whiteboards. It should also be noted that due to the potential presence of hazardous lab equipment as defined by the State, future facility improvements are likely to require fire alarm and suppression system upgrades and additional protective equipment (e.g., eyewash stations, chemical showers) in each room.

Building D: This building contains 15 classrooms, numbered 212-216, 221-225, and 231-235, as well as the school Library. The arrangement of learning spaces uses an almost identical style and layout to Building C, with the largest exception being the lack of purpose-built labs. Instead, general use classrooms and the school library comprise most of the interior of this building. At present, classes in


Science labs equipped with peninsula stations (e.g., Rooms 111 and 112) can accommodate four students per station.


Larger Building C classrooms used for art and family sciences.

language arts, history, math, and English are housed in these rooms. Special education classes are held in Rooms 234 and 235, which share dedicated restroom and kitchen facilities. Given the presence of the requisite plumbing and utility connections for the kitchen facilities, a repurposing of Rooms 234 and 235 into teaching kitchens would be feasible. The rooms are generally in good condition, having received some modernized features such as teaching walls with built-in cabinetry and sufficient electrical and data outlets for their current uses. Signs of occasional wear and tear are evident, with a limited amount of floor and ceiling tile rehabilitation recommended.

In all of the rooms, student furnishings generally limit arrangement of desks to a lecture format. Typically each classroom has only one primary focal point for computer projection and writable markerboard space, preventing instructors from capitalizing on alternative teaching methods that typically require adjusting furniture arrangements or utilizing other classroom spaces for learning activities. The rooms appear suitable to support the installation of modern technology equipment, such as digital flat screen displays that enable interactivity with mobile devices and other technologies. Installation of fixed and/or sliding full height (floor to ceiling) markerboards would also be feasible, with

some soffit framing anticipated to be required by the Division of the State Architect for sliding board installations.

Righetti High's library encompasses one quarter of Building D (the southwest quadrant) and is a large facility containing furnishings and equipment similar to those in regular classrooms. The library is well lit by large windows and fluorescent ceiling fixtures, but interior upgrades are warranted, particularly with regard to furnishings and equipment. The existing library furniture is reminiscent of conventional approaches that do not meet modern standards for a student resource center. Book storage occupies most of the center of the room and includes mostly fixed-in-place shelving units that offer no opportunity for reconfiguration due to their size, weight, and lack of built-in castors. Student study areas are limited to a few traditional tables, and offer little variety for consuming information in casual sitting, standing, lounging, or group collaboration formats. An emphasis on technology is limited to a row of desktop internet access terminals, and there is little to the Library's design that contributes to enhancing a students' ability to acquire information from handheld devices. Nor does the configuration allow more than one group to communicate collaboratively at a time, as presentations are limited to a single projector that is not easily accessible by students.

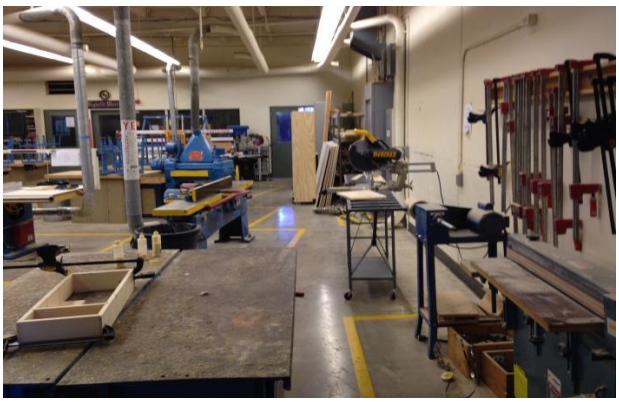
Building D typical classroom furniture, fixtures, and equipment.

Building D library.

Building E: The third main classroom building on the campus contains 19 classrooms and learning spaces, including rooms 301-305, 311-316, 321-326, and 331-332. It is built to the same layout and style as Buildings C and D, and serves general purpose needs for classes in social sciences and math as well as a dedicated Special Day Classroom (SDC). These classrooms feature many of the same limitations with regard to furnishings, fixtures, and equipment as mentioned for Building D. Modern and flexible furnishing is recommended, as are upgrades to classroom finishes that provide additional functionality with floor-to-ceiling markerboards in fixed or sliding locations. A limited amount of ceiling and floor tile rehabilitation is required, and can be coordinated alongside any soffit framing required for sliding markerboards.

Specialized needs for performing arts are accommodated in the southeast quadrant of the building in two large, purpose-built rooms for choir and band. Each is located at a distance from the rest of the rooms in the building to minimize the noise impact on other classrooms. Even so, sound suppression problems endure and the music rooms require improved soundproofing. The remainder of classrooms are arranged similar to general purpose classrooms in Building D, although two of the larger rooms (Rooms 301 and 302) are specially configured as technology labs, each with 34 desktop computer stations. Opportunities for additional technology labs that enable future educational program development were observed at Rooms 321 and 326. This conversion would require improvements to furnishings, fixtures, and equipment, as well as the provision of high-end computer workstations connected to a series of interactive teaching displays.

Industrial Arts Building: This building contains classrooms 401, 403, 404, 405, 406, and 407, along with additional storage and support spaces, and comprise the industrial arts wing. These six classrooms are located at the west end of campus in close proximity to a small agricultural science lab building (Rooms 429 and 431) and a parking area where vehicular and pedestrian traffic intersects uncomfortably. The school's welding shop and wood shop are located here, as are rooms for mechanical and material storage. The teaching spaces in the building are among the largest on campus, as they contain student workstations amidst heavy equipment. Notably, an art lab (Room 407) is also located in this building. All facilities appear in good to fair condition, yet lack technology and wall-mounted instructional finishes such as fixed or sliding markerboards consistent with a modern space.



400-series classroom workshops.

Portables: Righetti High has 37 general purpose portable classroom buildings, with all but one placed in service between 1990 and 2008. Their condition, therefore, is variable. Older portables show greater evidence of exterior damage by the elements and interior damage from wear-and-tear. As they reach 20 years of age—and become eligible for state grants that can applied to their replacement—consideration should be given to replacing them with permanent facilities as part of the overall upgrading of classrooms on site. Three portables (Rooms 432-434) are located adjacent to the Agricultural Science building at the northwest of the campus and supplement the Ag Science curriculum, three others (Rooms 505-507) provide space for math and leadership and are located just east of the Gymnasium, and the balance of 31 portables (Rooms 559-629) occupy former parking lots on the east edge of the campus. Presently, these portables contain classes in social sciences, English, and foreign languages.

Exterior and interior views of typical existing portables.

3.2.4 SUPPORT FACILITY OBSERVATIONS

Administration Building: The school's main administration office, located next to the main parking lot on the west side of the site, was modernized in 2011. It remains in good condition and provides a sufficient number of offices, workrooms and meeting rooms to meet local needs.

Cafeteria/MPR: Righetti High's multipurpose room/cafeteria is in good condition and features remodeled kitchen and food prep areas adequately sized for the capacity of the venue. Although it is an aging structure, it has been kept in a good state of repair and did not exhibit any apparent maintenance or functional concerns during the site visit.

Gymnasium: The school gym is reported to be insufficient for accommodating the demand for court time from the multiple varsity and junior varsity teams as well as other users, some which begin practice as late as 9 pm. Visits by the site assessment team members did note various groups assembled and waiting for their shared allotment of use. Generous space is provided for the boys and girls locker rooms, though these facilities show significant wear and tear that warrant the replacement of locker equipment, plumbing fixtures, and general refurbishment of paint, flooring, and finishes to provide a modern appearance. Additionally, the campus plant manager reported deteriorating roofing conditions throughout the building that have already been incorporated onto the District's deferred maintenance plan.

Two large learning spaces are housed within the gymnasium building, though are accessed from the exterior, and are used by dance and film/multimedia classes. These rooms are similar in appearance and age to other parts of the gymnasium, with the need for finishes apparent. Both classes may be better housed elsewhere on campus as the site's educational program further evolves, but even so, improvements to furnishings, fixtures, and equipment would assist in making each space more conducive to its ultimate use.

Modernized gym (left). Remaining areas to be upgraded (right).

Renovations to the gymnasium facility to provide improved finishes and modern equipment are well warranted given its age and high use. Roof replacement as suggested by the District is also a necessary investment in maintaining the viability of this facility in future years. However, its single basketball court for athletic events can accommodate no more than two practice courts during non-competitive play, a significant limitation – in comparison especially to the three-court design of the gym at Pioneer Valley High – that is best met through the construction of additional practice space on campus. This practice gym space would need to be oriented nearby the existing facility, and provide complimentary support spaces, team rooms, and locker facilities for both boys and girls athletic programs.

Other Athletic Facilities: Deficiencies in other athletic facilities include a running track in need of resurfacing, stadium bleachers requiring replacement, and a weight room housed in a nonpermanent structure located inconveniently far from the main gym. For the purpose of tournament play, a sixth tennis court is also required on the site. Baseball, softball, and soccer fields are inefficiently configured and do not allow fully functional varsity play. Some of these items have been noted by the District in its deferred maintenance project list for upcoming years.

Parking: Parking on site has been constrained for many years due to the placement of portables on the southeastern side of campus. Removal of these portables and restoration of the parking surface is required to provide sufficient space for staff, students, and visitors.

3.3 PIONEER VALLEY HIGH SCHOOL

Pioneer Valley High courtyard

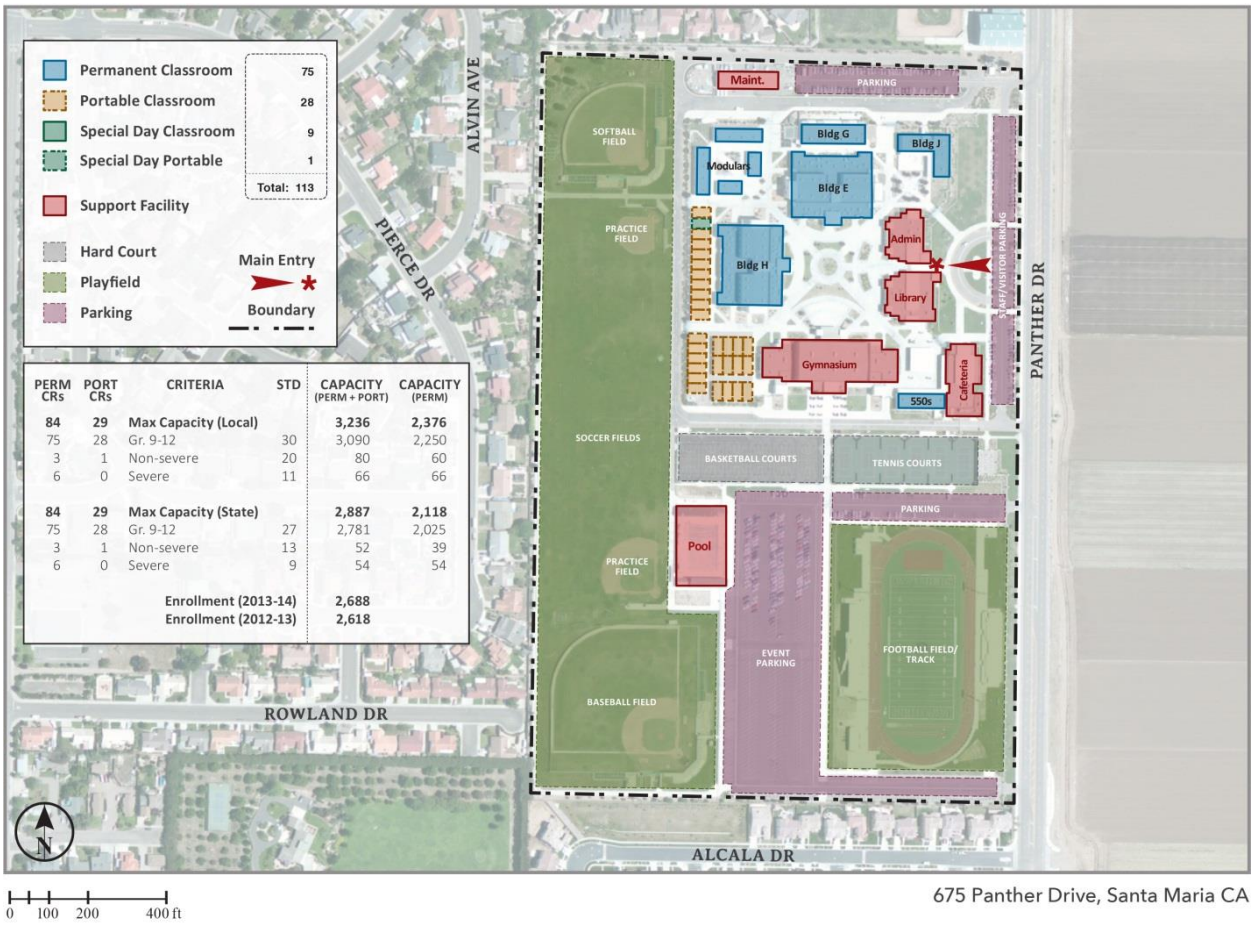
3.3.1 OVERVIEW

Pioneer Valley High School, on the east edge of Santa Maria at 675 Panther Drive, presently enrolls almost 2,700 pupils; the most of the four schools in the District and the most of any high school in the Central Coast. Close to 70% of enrolled students qualify for free or reduced lunch assistance. Completed in 2004, Pioneer Valley High is the District's most recently built comprehensive high school and is designed as a closed campus. The 53-acre site is bounded by residential cul-de-sac neighborhoods and Sierra Vista Park (a city-owned facility) on the north, and more cul-de-sac neighborhoods on the west and south. Apart from Panther Drive bounding the site on the east, the only other major road near the school is Main Street, which is offset 500 feet from the school's south perimeter and buffered by a residential enclave. As the site was built on the eastern edge of the city, the areas to the east and south of Pioneer Valley High are almost entirely agricultural.

Although it represents the largest enrollment of the District's schools, the school actually features the smallest attendance at 17.4 square miles. Its northern boundary is the same as the District's and is largely set by the Santa Maria Levee Trail and Creek, which forms a broad semicircle. Its southern boundary is roughly denoted by a straight line extending west of Alvin Avenue to Betteravia Road (where the northern boundary ends) and east to College Drive, then further east from College Drive along Jones Street to the Santa Maria Creek. Approximately two-thirds of this attendance area is agricultural land.

On the high school's 53-acre parcel, 59 permanent classrooms and labs are contained in two main structures that—along with the gym, library, and administration building—surround a large quad.

Fig. 7 – Pioneer Valley High School Overview



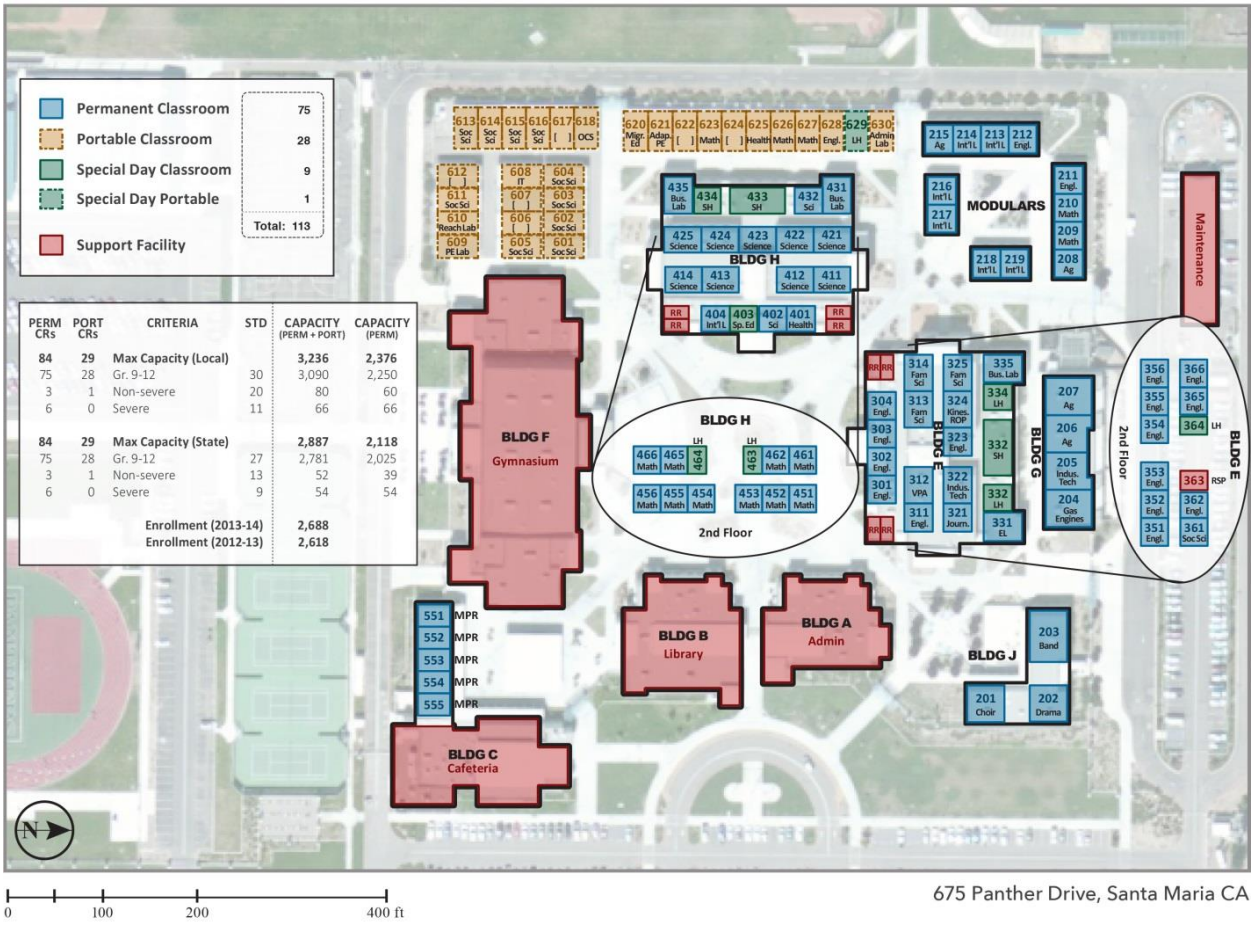
Source: Santa Maria JUHSD; Google Earth

Nineteen additional permanent classrooms are located in smaller buildings around the campus and include twelve modular classrooms added to the campus in 2006, one student leadership classroom located in the gym building, four industrial arts classrooms located at the north end of campus, three performing arts classrooms located at the northeast corner of campus, and five others attached to the cafeteria building. Altogether, the school has 84 permanent classrooms that represent a student capacity of 2,118 by state standards (adjusted for the lower loading capacity of the school's nine Special Day Classrooms), or 2,376 by District standards. Twenty-nine general purpose portable classrooms are ranged along the western perimeter that brings Pioneer Valley High's total classroom count to 113 and its student capacity to 2,887 by District standards. By way of comparison, the original campus was designed to house 2,068 students in permanent facilities, with sufficient space on site for portables to house up to 1,400 more.

As a newer school, the design of classroom buildings reflects a somewhat stronger awareness for the attributes of 21st century learning environments. In Buildings E and H, science labs and specialized classrooms are arranged around—and have doors that open onto—a large central space where

collaborative activities can take place. The layout of the campus buildings ensures that the circulation of students is more effectively contained to the area bounded by the buildings, as opposed to a more open campus where student movements away from buildings would be harder to monitor. In recent years, Pioneer Valley High has received facility expansions to accommodate growing enrollment and student needs. Modular classrooms were added in 2006, occupying the northwest corner of the site. A pool was installed in 2008, and, presently, a performing arts facility with three additional classrooms is being prepared for construction as an addition to Building J. This latest expansion is undergoing design review by the state Division of the State Architect.

Fig. 8 – Pioneer Valley High School Site Plan



Source: Santa Maria JUHSD; Google Earth

The school offers academy programs in medical careers and kinesiology, although the programs are small. Each academy program is prepared to expand course offerings at such time that more space is provided to teach and train. The demand for utilizing all available classroom capacity is expected to grow in the 2014-15 school year with an anticipated move to the traditional class schedule format. Partly because of classroom capacity limits, demand is high for use of the school's five multipurpose classrooms, adjacent to the tennis courts. This small classroom wing was intended as either one large

space for ad hoc uses (e.g., performance testing) or divisible into five separate classrooms to accommodate capacity overflow. Certain programs (such as kinesiology) could be assigned to one or more classrooms in this wing and equipped with appropriate improvements.

Based on the recent construction of the campus, and generally good condition of major facilities, future improvements should focus on adapting existing facilities to facilitate the implementation of a health and medical sciences academy as proposed by the educational program. Pioneer Valley High's existing kinesiology ROP program is proposed to be a core component of a new academy, however existing facilities lack the necessary sports therapy lab required. Also lacking from the campus today is a venue for performing arts functions. While the campus has newer facilities than other District sites, no classrooms at Pioneer Valley High currently have a full contingent of furnishing and equipment required to meet 21st century standards. Therefore, future improvements should provide the campus with upgraded classroom furnishings, additional technology equipment, and infrastructure improvements. Existing portable classroom buildings are similarly in good condition, and are fully utilized in support of the site's current enrollment, but also lack necessary furnishings and equipment consistent with a 21st century classroom. Finally, now that the site has reached its first decade of use, a number of deferred maintenance activities are required to touch-up and enhance the site in the coming years.

3.3.2 GENERAL CLASSROOM CONDITIONS

Permanent and portable facilities are generally sound, with little evidence of deterioration or wear-and-tear. Most classroom buildings share the following characteristics:

- **Lighting:** Classrooms are well lit with natural light via at least one wall of glazing in many of the rooms.
- **Ceilings:** Most ceilings are suspended with laid-in tile that remains in good condition; few leaks are experienced at the school.
- **Casework and cabinets:** These are in good condition, although some science teachers note that more storage would be welcome in the science labs.
- **Walls, doors and windows:** These elements are in good repair and regularly maintained. No issues were noted during the site visit by either the CFW team or the school staff.
- **Electrical power and data outlets:** Most rooms have an adequate supply of outlets. Over the years it is evident that additional data ports and supporting power supplies have been introduced by use of surface mounted pathways.
- **Technology & communication:** Up to a dozen flat-panel desktop computers were observed in many classrooms, though many had just a few or none at all. Most rooms are equipped with either a smart board or a projection system on a mobile cart. Rooms also contain clock, bell and intercom systems, though the clocks are not synchronized to the District's timekeeping system. .
- **Furniture:** The school has a mixture of individual student desks that range from almost new to good condition, and double and triple tables made by different manufacturers with conditions ranging from very good to fair.

- **Code compliance:** All rooms are built to modern accessibility and safety standards. Fire alarms and sprinklers are present in most rooms and emergency exits are easy to locate.

3.3.3 CLASSROOM OBSERVATIONS

This section describes features unique to specific classroom buildings, presented as follows:

- Building E (28 permanent classrooms on two floors)
- Building H (28 permanent classrooms and labs on two floors)
- Building J (performing arts wing with 3 permanent classrooms)
- Building G (industrial arts wing with 4 permanent classroom/workshop spaces
- 500-series multiuse classrooms (5 permanent rooms connected to the cafeteria)
- Modular classrooms (12 permanent classrooms)
- Portables

Building E: The 300-series classrooms in Building E are assigned to general purpose uses such as English, history, social science, and language arts as well as more specialized uses including family/consumer sciences, graphic arts, and drafting. Finishes and furnishings in these rooms are modern and well-kept, even if they do not meet the look, feel, or modular functionality of the latest innovations in classroom furniture. There are a few rooms designed with special purposes in mind, including an industrial arts technology classroom. This space includes computers for graphic design purposes as well as open space for electronics lessons. Some classrooms are set up for design and drafting classes and have small, separate spaces connected to the main rooms for document storage. Art rooms are set up with sinks and extra storage cabinets.

Existing classrooms furniture, fixtures, and equipment

Building H: The 400-series classrooms comprise several science labs and rooms for math and business classes. Except for being larger in floor area and featuring more built-in storage, labs are similar in condition and furnishing to regular classrooms. Lab countertops contain sink stations with gas and electrical connections. Fume hoods are available in several classrooms and an additional unit is located in the adjacent internal corridor. This corridor is designed as a staff work area that may be entered from the end of each hallway or through a door in each lab.

Building H. typical central corridor serving adjacent science labs

Building J: Three rooms comprise the learning spaces in this performing arts building, designed specifically to accommodate facilities for choir (Room 201), drama (Room 202), and band (Room 203). These facilities are in very good condition and meet the acoustic, storage, and capacity needs of high school level performing arts.

Building G: The Building G 200-series classrooms are large spaces (approximately 1,500 square feet each) for industrial arts classes. The front of these rooms has tall tables and stools or rows of tables and chairs for regular instruction, while open doorways lead to workshop areas in the rear for hands-on instruction. These spaces are being used for specialized training in key skills such as small engine and auto repair, welding, agricultural sciences, and more. Each of these rooms has roll-up doors that lead to an exterior concrete enclosure, where additional space, ventilation, and storage are available. In this enclosed space, there is sufficient space at this time for the storage of supplies, mechanical equipment, and even automobiles whose engines serve as the hands-on experience for students in engine repair. The enclosure is not easily expandable, however.

Building G industrial arts classrooms

500-Series Multiuse Classrooms: Attached to the MPR/cafeteria are a row of five unassigned classroom spaces. These spaces appear similar in finish and design to the other classrooms on campus with one major exception: the walls shared by each classroom in the row are partition walls and can be folded back to create larger classroom configurations. The attributes of these rooms actually bring them closer to the 21st century model classroom standard than almost any other learning space in the District, as their flexible configuration provides a high level of adaptability.


Building G shop classrooms


Building G typical exteriors


500-series classrooms designed for adaptive/flexible use

Modular Classrooms: The 200-series classrooms of the modular cluster were installed in 2006 and resemble the character and condition of the 300-series classrooms in Building E. The condition of these rooms appears sound and no problems were noted during the site visit. As general purpose rooms, they are presently assigned to classes in English, history, social science, and math. Finishes and furnishings are in good condition but do not meet the functionality of 21st century classroom environments.

Portables: Pioneer Valley High has 29 portable classrooms on site, ranged along the west side of the campus (including a 12-room cluster next to the gym). None were placed after 2005, and their age reflects their generally good condition. The rooms are fitted, however, with the same conventional furniture and equipment found in most other classrooms in the school.

Typical exterior and interior of existing portables

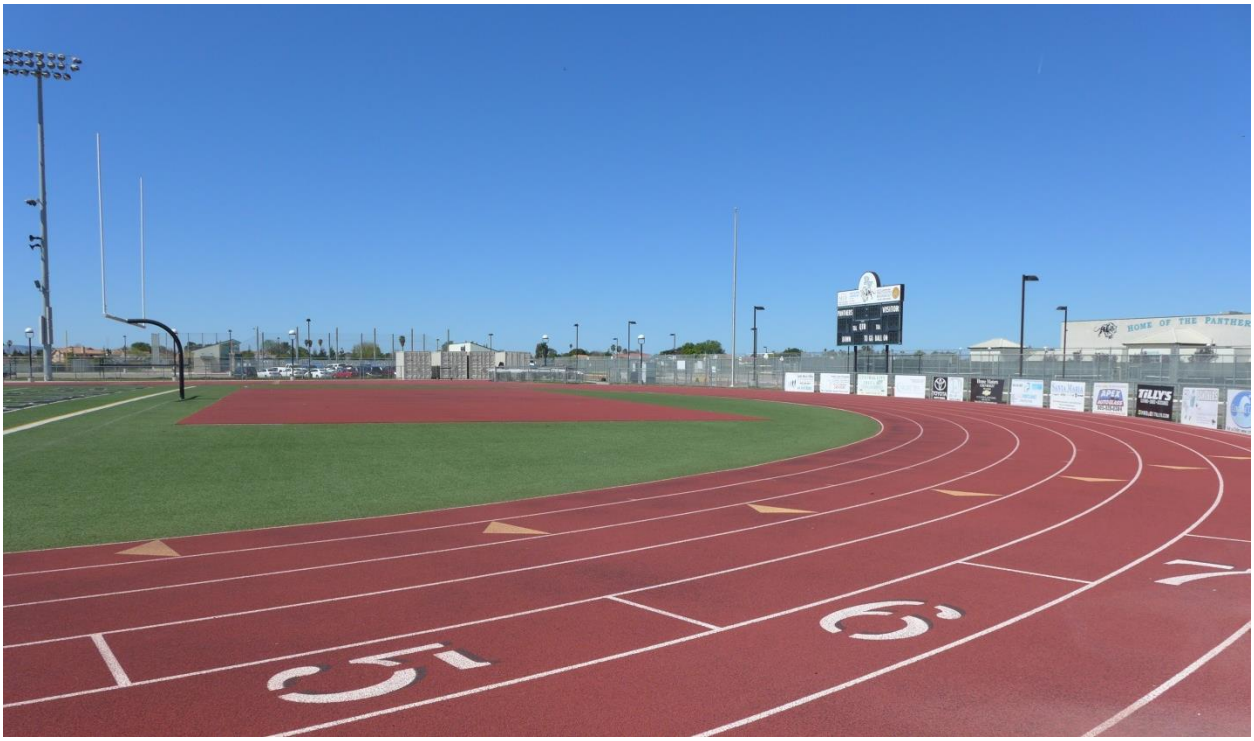
3.3.4 SUPPORT FACILITY OBSERVATIONS

Administration Building: All support facilities on the campus were built to modern standards and are maintained to a high level of repair. This includes the administration building (also known as Building A) that faces onto the main entry courtyard (along with the adjacent school library) on Panther Drive. The lobby is large, welcoming, and easy to locate from the visitor parking lot and bus drop-off lane, which makes easier the monitoring of visitors and students. Offices, work rooms, and storage areas meet demand. The building is a good example of how a closed campus can be arranged to ensure pedestrian traffic is efficiently moved through administration before entering the rest of the campus.

Gymnasium: This 34,130-square-foot facility sits across a large quad from Building E (a classroom facility) and creates a wide façade that demarcates the south boundary of the building cluster. The facility is built as a triple gym capable of being partitioned into three full-size basketball courts when its bleachers are retracted. This design provides great flexibility in the use of the interior space for sports, assemblies, or other functions. The capacity of this gym may serve as a comparison for delivering similar capacity improvements to other schools in the District.

Existing gym designed to meet a range of sports and large gathering needs

Other Facilities: No concerns were noted with regard to athletic fields, hard courts, weight room, or gymnasium. The school cafeteria is large, well-equipped, and structurally modern. Parking lots provided are sufficient to meet current needs and student drop-off and pickup zones are adequately sized, given the large student population.



Football stadium and running track

As the newest comprehensive high school site in the District, Pioneer Valley High also features landscape and grounds in a high state of repair, creating a campus that has strong aesthetic appeal from the inside as well as from the curb.

Typical landscape and ground areas

3.4 SANTA MARIA HIGH SCHOOL

Santa Maria High Camino Colegio main entrance

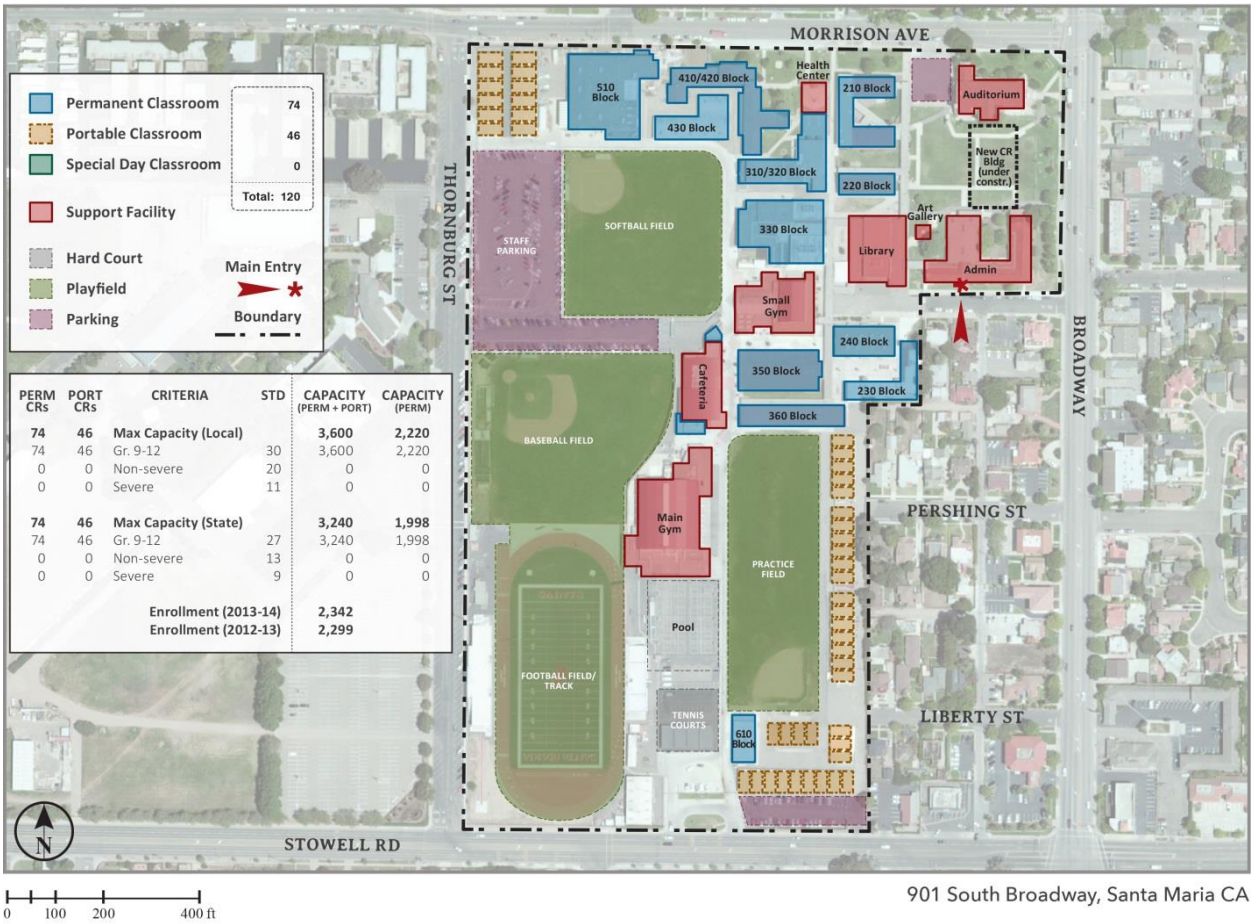
3.4.1 OVERVIEW

Santa Maria High School is the oldest high school in the District, founded in 1892, and has developed in parallel with the nearby downtown of Santa Maria. The school presently enrolls approximately 2,300 pupils on a 36.4-acre site, drawing its student enrollment from the center of the Santa Maria Valley. The school's attendance area extends west to Simas Road, excluding, but not far from, the Guadalupe community. A boundary line about a half mile to the north of Main Street separates the Santa Maria High and Pioneer Valley High attendance areas, first through agricultural land, and then inclusive of a residential community south of Alvin Avenue. The boundary turns southward at College Drive, and then eastward once more at Jones Street, before reaching its eastern edge just past Philibric Road. There, a boundary with the Righetti High School attendance area travels southward, then westward across rural land uses east of the 101. Traveling west from the 101, the boundary first follows Sunrise Drive, with a jog north on College Drive, then west again along McCoy Lane until the community becomes rural once more. With the exception of a southward extension to capture the residential neighborhood around Arellanes Junior High, the boundary follows Betteravia Road to its western edge.

The campus itself is bounded by Broadway to the east, Thornburg to the west, Stowell Road to the south, and Morrison Avenue to the north, however residential and retail uses occupy a portion of the eastern side of the campus, south of Camino Colegio and extending approximately 450 feet west of Broadway toward the campus interior. Visitors accessing the administration building have very limited parking options on Camino Colegio, and many are forced to park in nearby residential communities or

across Broadway. Staff and students more easily find parking and enter the campus to the west via Thornburg, though many walk into the campus at various gated entries on all sides.

Fig. 9 – Santa Maria High School Overview

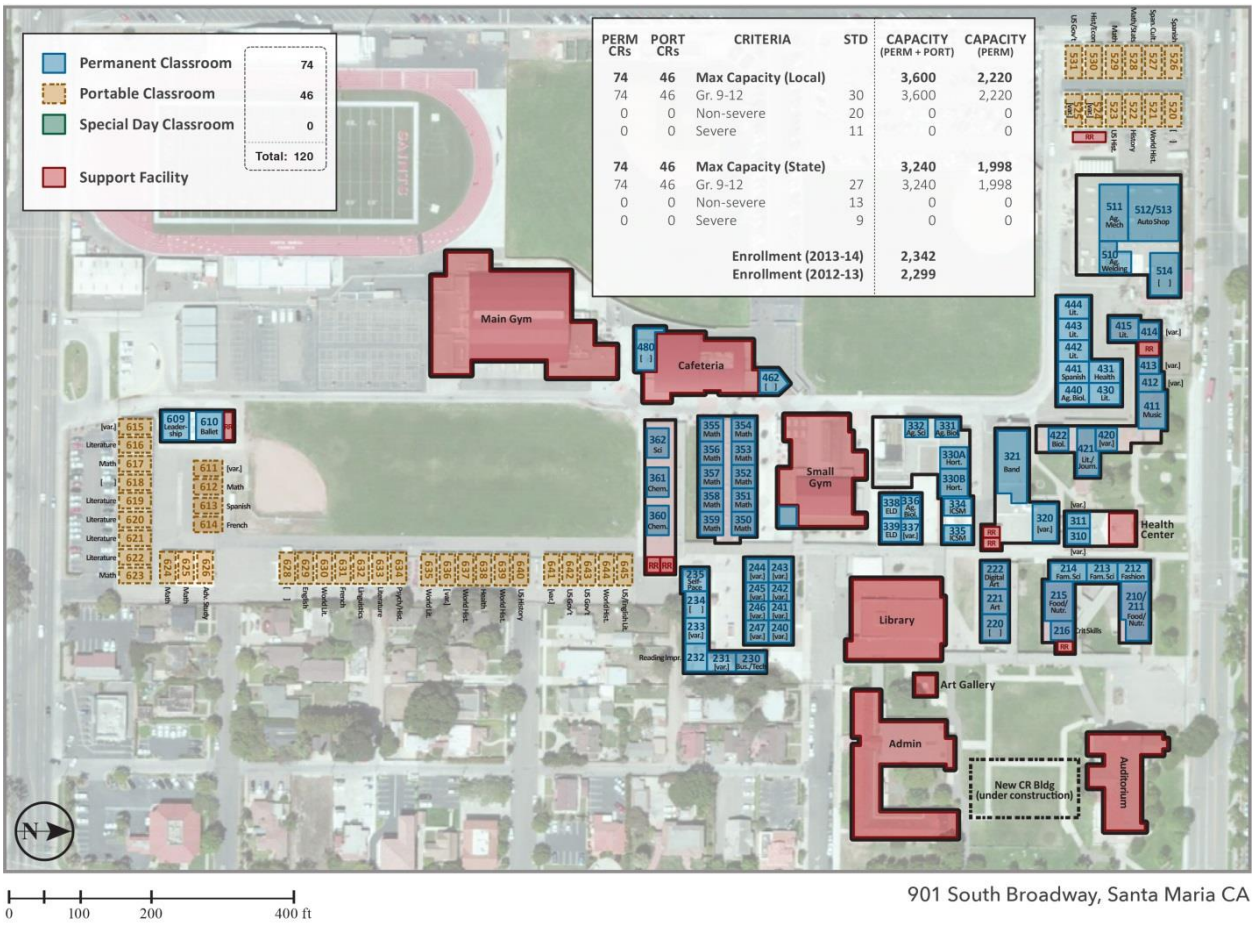


PERM CRs	PORT CRs	CRITERIA	STD	CAPACITY (PERM + PORT)	CAPACITY (PERM)
74	46	Max Capacity (Local)		3,600	2,220
74	46	Gr. 9-12	30	3,600	2,220
0	0	Non-severe	20	0	0
0	0	Severe	11	0	0
74	46	Max Capacity (State)		3,240	1,998
74	46	Gr. 9-12	27	3,240	1,998
0	0	Non-severe	13	0	0
0	0	Severe	9	0	0
		Enrollment (2013-14)		2,342	
		Enrollment (2012-13)		2,299	

Source: Santa Maria JUHSD; Google Earth

Original structures from the 1890s were replaced by new facilities in 1920 to form the basis of the current campus layout. After new building codes were enacted in the 1970s, many older structures were replaced, and today the Ethel Pope auditorium remains as the most historically significant structure on campus, along with a few less noteworthy structures representing the site's remaining early 20th century architecture. These earliest structures were built toward the northeast of the campus, proximate to the intersection of Morrison and Broadway, with newer structures filling out the interior of the campus. A total of 74 permanent classrooms are currently available, though some of these are presently underutilized due to changing curriculum and program needs, while others have aged considerably and are in need of significant upgrades or replacement. In addition, 46 portable classroom buildings have been placed on the campus over the years. Some are near the core academic buildings of the campus, while others require students and staff to traverse to the far southern or western edges of the campus, making efficient passage between academic periods more challenging.

Fig. 10 – Santa Maria High School Site Plan



Source: Santa Maria JUHSD; Google Earth

Recent improvements to the campus include the modernization of several classroom wings in 2000. Also improved significantly was the school's library, which features in its spacious open-floor plan a computer lab, extensive book storage, and group study areas with a small amount of comfortable furniture. In addition, the District is currently constructing a 26,000-square-foot, 12-classroom facility between the Ethel Pope Auditorium and the administration building with an anticipated completion date in the spring of 2015. With a band room, choir room, and 10 general purpose classrooms, the new building will house 324 students by state standards and recalls the placement of an earlier classroom building that connected the auditorium to the administration building up until the 1970s.

Elevation of the new two-story classroom building on Broadway, Rachlin Architects

Located at the north end of campus, the site also houses a community health clinic accessed from a separate entrance along Morrison Avenue. The clinic is operated by a 501(c)3 nonprofit organization of community health centers serving California's Central Coast that focus on providing affordable healthcare services to the medically underserved. West of the clinic, a large industrial arts classroom facility contains a well maintained auto shop and machine shop. South of the academic building cluster are several athletic facilities, including two gymnasiums, a running track and football field, and baseball and softball fields. At the south end of campus is a school maintenance building and yard. Chain-link fencing surrounds most of the campus perimeter. A small Learning Center with 14 portable classrooms and one permanent structure is located just north of the high school. The site has been used for a variety of school or District purposes over the years and currently houses a migrant education program.

Santa Maria High School has many facilities in very good condition as well as many others that are aging and in need of replacement. As a result, the high school campus would benefit significantly from a thoughtful reorganizing of campus facilities, replacement of portable classrooms with permanent structures, and improvement of pedestrian and vehicular circulation. First, the site's oldest permanent and modular classroom wings should be replaced with new facilities, and in so doing, may contribute to a more logical layout of the academic and athletic portions of the campus. Second, the creation of new campus wings should provide adequate capacity to replace existing portable structures on site. Third, existing parking difficulties and access to the administration from Camino Colegio building require mitigation, and could be incorporated into a revised site design.

3.4.2 GENERAL CLASSROOM CONDITIONS

Most of the site's main classroom buildings share the same general characteristics:

- **Lighting:** The spaces are well lit with large windows and clearstory glazing in many of the rooms. The windows are of single pane construction, and could be considered for upgrades to meet new Title 24 requirements.
- **Ceilings:** Many classrooms feature suspended ceilings with lay-in tile, while classroom ceilings in four buildings utilize glue on acoustic tile. The mastic used to glue the tiles is beginning to reach end-of-life, as evidenced by missing tiles in several of the rooms.
- **Casework and cabinets:** These are in good condition for the most part. Many of these were upgraded during modernization. In older classrooms some show signs of paint peeling in several locations.
- **Walls, doors and windows:** Most are in fair condition, but show signs of age. Most wall space was painted, with a few spaces in each room containing a tackable wall surface or markerboard that was in fair to good condition and well maintained.
- **Electrical power and data outlets:** Most rooms have an adequate supply of outlets. Over the years it is evident that additional data ports and supporting power supplies have been introduced by use of surface mounted pathways.
- **Technology:** Up to a half dozen desktop computers were observed in many classrooms, though many had just a few or none at all. Some classrooms featured a wall mounted cathode type

television with little or no evidence of available interaction with the teacher station; others also featured a smart board or promethean board.

- **Furniture:** The school has a mixture of individual student desks that range from almost new to fair condition, and double and triple tables made by different manufacturers with conditions ranging from very good to fair. Most of the chairs were in decent condition, though all suffered from a traditional design that prohibits ease of movement. Recent improvements in ergonomic design of student seating have been shown to dramatically impact student attention span and heighten brain activity.
- **Code compliance:** Fire alarms that were noted were seen to be manual pull station variety with no automatic devices witnessed. Most classrooms did not feature fire sprinklers or other suppression systems.

3.4.3 CLASSROOM OBSERVATIONS

This section details features or uses that are unique to individual building wings. Most buildings and classroom wings on the campus are commonly identified by teachers and students by their function or use (e.g. the "old science wing", the "math wing", etc.). However, for the purpose of describing room-by-room conditions, a sequential ordering based on room numbers has been used below:

Arts/210's & 220's Buildings (Classrooms 210-216 and 220-222): These rooms are in permanent buildings dating to the 1970s. The exterior of buildings are stucco siding with attached covered walkways. The interior of the classrooms are generally well maintained. The spaces are well lit with natural light via clearstory glazing in many of the rooms.

Example of modern workstations available on campus

Business/230's Building (Classrooms 230-235): These six rooms form an L-shaped wing built between 2005-2007 to accommodate increasing enrollment and serve classes in business and technology. These rooms are furnished and equipped similarly to other permanent classrooms on the site.

Exterior condition of Classrooms 230-235

Science Building/240's (Classrooms 240-247): These eight rooms are contained within a permanent classroom wing that appears to be modular in design with concrete walkways abutting the wing. The building's exterior is in decent condition. The interior conditions consist of vinyl composition tile (VCT) in various states of disrepair, painted walls, and T-bar ceilings. The rooms have fire alarm devices in the manner of pull stations, but no automatic devices were seen. The walls are painted with no tackable surfaces and windows were limited to transom windows at each door. Each room had a ceiling mount projector but data access points are limited.

Exterior condition of Classrooms 240-247

310's Building and Community Health Clinic (CHC) (Classrooms 310-321): These two site-built structures currently housing various functions including the band room. The band classroom and practice space will soon move to a new permanent location once the site's new performing arts building is complete. Previously, the room housed the school's woodshop. The computer rooms of 310 and 311 appear to be small for function, but are well maintained with drop ceilings and VCT floors. Similar to Classrooms 210-222, the wall surfaces lacked tackable space, fire alarm devices noted were of the manual type, and there was no evidence of fire sprinklers within the buildings. Attached to this series of classrooms is the Community Health Center, which features nursing stations, several patient exam rooms, and a lobby that is oriented toward Morrison Avenue.


Band room (Room 321) with sound panels, ceilings, and walls and adjacent band classroom

Agriculture/330's Buildings (Classrooms 331-339): The agriculture buildings consist of two detached permanent wings that currently house primarily the agricultural program, including agricultural science and horticulture. A six-room addition (Rooms 334-339) was added to the original Agriculture Building providing learning spaces for special education and general purpose use and is in a better state of repair than the original wing. Room finishes consist of VCT flooring, painted walls, and a combination of T-bar ceilings and open ceilings within the "shop" rooms. Walls are painted with no tackable surfaces but there is ample natural light from single pane windows. Technology access is generally lacking, with limited data access points except in rooms configured for additional computers. This has been accomplished with surface mounted raceways. Room 330B, currently used for horticulture, appears to be a reconfigured science lab with a fume hood and epoxy countertops.

Historic façade of the 330-series Ag Building and interior science lab

Math Hall (Classrooms 350-359): This double-loaded classroom facility comprises the math wing. The ten rooms within were renovated in 2002, as evidenced by VCT flooring in generally good condition, more recent fluorescent lighting systems, and modern double-paned window systems that are easily operable. Given their primary use for math courses, markerboards are located on three of the four walls with windows on the remaining wall. The rooms are equipped with interactive projectors.


Typical classroom furniture layout (left) and windows (right) in the Math Hall

Science/360's Building (Classrooms 360-362): The three labs for science and chemistry classes in this small wing are occasionally referred to as the "old science" wing. Each room has markerboards on two walls, tackboard on a third, and windows on the last wall. These rooms also have interactive projectors for the teacher presentations. Clearstory windows have been blocked out with vinyl to reduce glare within the classrooms. A notable concern about these rooms is their age; as science labs, they are substandard for modern-day instruction in high school science.


Four-person peninsula lab and science classrooms

410's/420's Building (Classrooms 411-422): Some of oldest original classrooms are housed in this Spanish colonial style wing with attached covered walkways and stucco exterior. The classrooms contain some minor technology upgrades with projectors that were interactive with the teaching station and data and power drops added to the classroom space via surface mount raceway. The choral music room is large and spacious with an open wood truss and beam ceiling. The remaining classrooms are much smaller than a typical classroom space and as such would not lend themselves to a standard curriculum based learning environment.


410 series wing Choir classes and exterior covered walkway

430's/440's Building (Classrooms 430-444): This L-shaped wing contains seven aging modular classrooms with curriculum ranging from Agricultural Biology to Literature. These rooms have never been modernized and have received only basic deferred maintenance treatment over the years. The interior of these rooms are carpeted, with two markerboards, painted walls, T-bar ceilings, single pane windows, and no tackable surfaces. While the rooms do enjoy relatively new projectors, data access points are severely limited and what is available has been installed via surface mount raceway. The televisions are of the cathode ray type, and were outfitted with DVD and VHS players, but do not have interactive capabilities. Fire alarm and suppression systems meet original building code requirements, though modernization of these facilities would likely require installation of additional fire alarms and devices.



Older modular classrooms and furnishings

510's Building (Classrooms 511-514): This large structure consists of the shop classes that include Agriculture Mechanics, Auto Shop, Agriculture Welding, and Electronics. This wing is of concrete block construction, and the buildings are in good condition. The Shop classes are well equipped for their purposes, although space is a premium in consideration of the available tools and projects under way. The electronics room has data access at each work station to assist the students with on-line diagnostics. The Ag Mechanics shop is well outfitted with full height roll up doors and lifts of various

capacities to assist in moving large objects. The auto shop is also well equipped for the function, including wireless access points, again for on-line diagnostics.


Building 500 auto shop and electronics classroom

Portables (Classrooms 520-531 and 611-645): The 46 portable classrooms on site (12 in the northwest corner and 34 along the east perimeter south of the Science Building) are of varying age. The 500-series portables are the newest additions to the campus (placed in 2013), while the remainder were placed between 1990 and 2001. They each consist of the standard 24' by 40' double modular with a wood foundation. These structures were added incrementally through the years as student population grew. Most are placed in remote corners of the campus, disconnecting them from core academic functions and occupying land that may be better suited to athletic or parking uses.

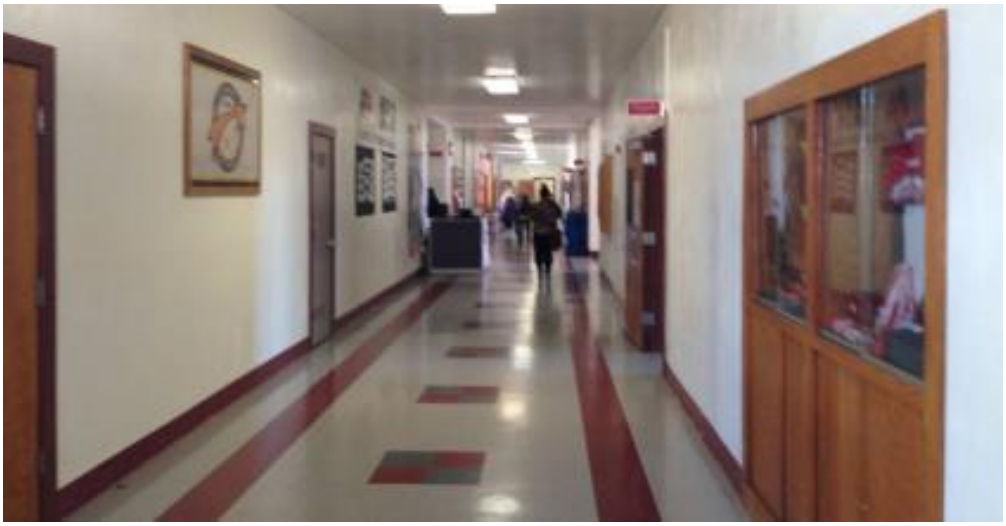
The general condition of the portables shows their age and typical wear and tear. The exterior plywood siding, however well maintained, is nearing the end of its life expectancy on several of the units. The interiors have been upgraded within a few of the units, but for the most part also have reached their life expectancy. The technology within the classroom space is not consistent throughout, with some rooms with cathode style televisions to a few interactive projectors. Additional data and power has been installed to accommodate the few desktop computers in the classrooms.


Typical portable classrooms

600's Building (Classrooms 609-610): This small, standalone permanent structure houses two large rooms that presently serve for dance and leadership classes. The rooms were inaccessible during the site visit, but the exterior of the building did not show any detrimental issues and the structures appeared to be sound. These rooms are located at the south portion of the campus and may become segregated from the campus after the portable classrooms are removed.

3.4.4 SUPPORT FACILITY OBSERVATIONS

Administration Building: This structure is built in the Spanish colonial style and is well laid out for the campus support staff. Parking and access are problematic, however, as the main parking for the campus is located at the opposite side of the campus, with only a limited amount of street parking in front of the building on Camino Colegio.



Administration building main hallway

Multimedia Learning Center (MMLC): The MMLC fulfills the role of library, resource center, and computer lab. It is housed in an older structure but its interior was significantly upgraded and modernized in 2010. The exterior of the building is of stucco and brick construction. The interior spaces are conducive to the uses of such a building, with a large area devoted to desktop computers, book storage, and adjacent rooms for meetings and study groups. These rooms are equipped with interactive projectors and data access points. The MMLC is well lit by natural light with rows of clearstory windows and a full wall of storefront glass.

Modernized library

Ethel Pope Auditorium: The structure dates back to the 1920's, when Santa Maria High was rebuilt after a fire. The Auditorium is well placed at the corner intersection of South Broadway and West Morrison Avenue and serves as a grand focal point for the campus. The structure has survived many earthquakes, and has undergone many structural upgrades through its life to comply with the changing requirements of the state and local ordinances. Despite this longevity, the building suffers from intrinsic issues that date back to the original design.

The biggest challenge of the building is to bring it in compliance of the Americans with Disabilities Act (ADA). Most doors lack required devices for egress, and some doors are too narrow for wheelchair passage (including those for several of the restrooms). The restrooms themselves would require major renovations to bring them up to code. Path of travel to the auditorium's entrances has been addressed at the rear of the building adjacent to the parking area. However, this access does not lead directly to the main seating area. Additionally, there is no handicap access to the basement, where the dressing rooms are located, or to the balcony. As befits a performing arts venue, there is appropriate electrical power to the structure, though the aging infrastructure warrants further investigation. The acoustic characteristics of the auditorium are typical of the building's period and could be improved with minor embellishments. Even with these challenges, Ethel Pope Auditorium is a landmark building for Santa Maria High School and the community alike, and, as such, careful consideration should be given to this structure to make sure that it is modernized to remain a source of pride for generations to follow.

Multipurpose Room/Cafeteria: This spacious facility is in excellent condition, with VCT floors for ease of maintenance and high, open ceilings highlighted with glue lam beam construction. The room is well lit by way of large plate glass windows and rows of suspended ceiling lights. Serving tables and chairs are stackable, allowing the space to be cleared and used for many functions besides lunch periods.

Exterior of the cafeteria, with concession-style food service windows

Wilson Gym: While not a new facility, the school's main gymnasium is an impressive structure with ample floor space and a capacity of 3,500. Besides the gymnasium, the structure also houses space for team rooms and another weight lifting area consisting mostly of free weight equipment. Team rooms are in good condition, although there is evidence of lockers that were removed at some point in time.

Recently improved Wilson Gym

Small Gym: This facility serves as the practice gymnasium for the campus and also houses the physical education locker rooms for the school. Centrally located within the campus, it shares adjacency with the softball and baseball fields, but is separated from the stadium by both the cafeteria and main gymnasium. The locker rooms are well maintained and functional with shower facilities. The small gymnasium is rather small, however, with no room for spectators for almost any given sporting event. As such, it is really more of a practice gym rather than a full service gymnasium. The site staff has

requested that this facility be turned into a wrestling room where the mats may be allowed to remain spread open to allow them to be consistently washed and sterilized. The building also contains a weightlifting room that is well equipped, but is duplicated with the weight room at the main gym.

3.5 DELTA HIGH SCHOOL

Main entry to Delta High School on Bethany Lane

3.5.1 OVERVIEW

Delta High School, at 4893 Bethany Lane in Orcutt, is the District's newest-built site. Completed in 2010 from 2004 Measure "C" bond funds, the school is a compactly-built facility with single-loaded classrooms in the north and west wings, double-loaded classrooms in the south wing, and double-loaded office and administrative rooms in the east wing. The four wings enclose a courtyard used by students and teachers to move between classrooms. The closed campus covers 3.2 acres on a rectangular property within an extensive residential neighborhood and is fenced around the perimeter.

Delta High School is the District's alternative high school. It presently enrolls approximately 360 regular, independent study, and continuing education pupils in Grades 9 through 12, all of whom must be at least 16 years old. Delta High has 11 classrooms, a computer lab, a multipurpose room, a career center, a play field and a basketball court. Twelve faculty, two administrators (including the principal), and 11 support staff serve at the school.

As the newest-built school site in the District, Delta High has very little wear and tear and thus requires the least amount of capital investment in facilities. Rather, the emphasis should be on ensuring that Delta High can accommodate classes in the digital and media arts academy proposed for it. Currently, the arts classrooms lack sufficient improved equipment and technology infrastructure to support more advanced projects. Deferred maintenance projects are also required in order to improve door locking systems, repave asphalt surfaces, and recoat the basketball court.

Fig. 11 – Delta High School Overview/Site Plan

Sources: Santa Maria JUHSD; Google Earth

3.5.2 GENERAL CONDITIONS

As the District's newest school facility, buildings and grounds are in good condition and kept at a high level of maintenance. No maintenance concerns were indicated by staff or visually identified during a site assessment visit on March 18, 2014. After four years of occupancy, pupils and staff are now fully utilizing the loading capacities of existing rooms and offices. Most classrooms can accommodate desks

and chairs for up to 28 students, and additional enrollment may require further development of the cohort system used to plan for the number of students on site at any one time. Similarly, the site's offices and work rooms are efficiently used. The registrar and support secretary share a compact space that also serves as a front office and waiting area for the high number of students accessing the academic advisor's office. (Each pupil is assigned an advisor upon enrollment.) Despite the high utilization of facilities, in none of these cases are physical conditions inadequate.

Centralize office and administration rooms

Digital arts workstations and typical classroom arrangement

Digital technology features strongly in the curriculum. Delta High is piloting a tablets-in-the-classroom program with Microsoft Surface RT devices, and a 28-seat computer lab is stocked with late-model PCs and creative software and two of the site's classrooms are devoted to fine and graphic arts. The school administration is open to furthering development of a digital arts academy, but this would warrant upgrades to additional computer workstations in other classrooms.

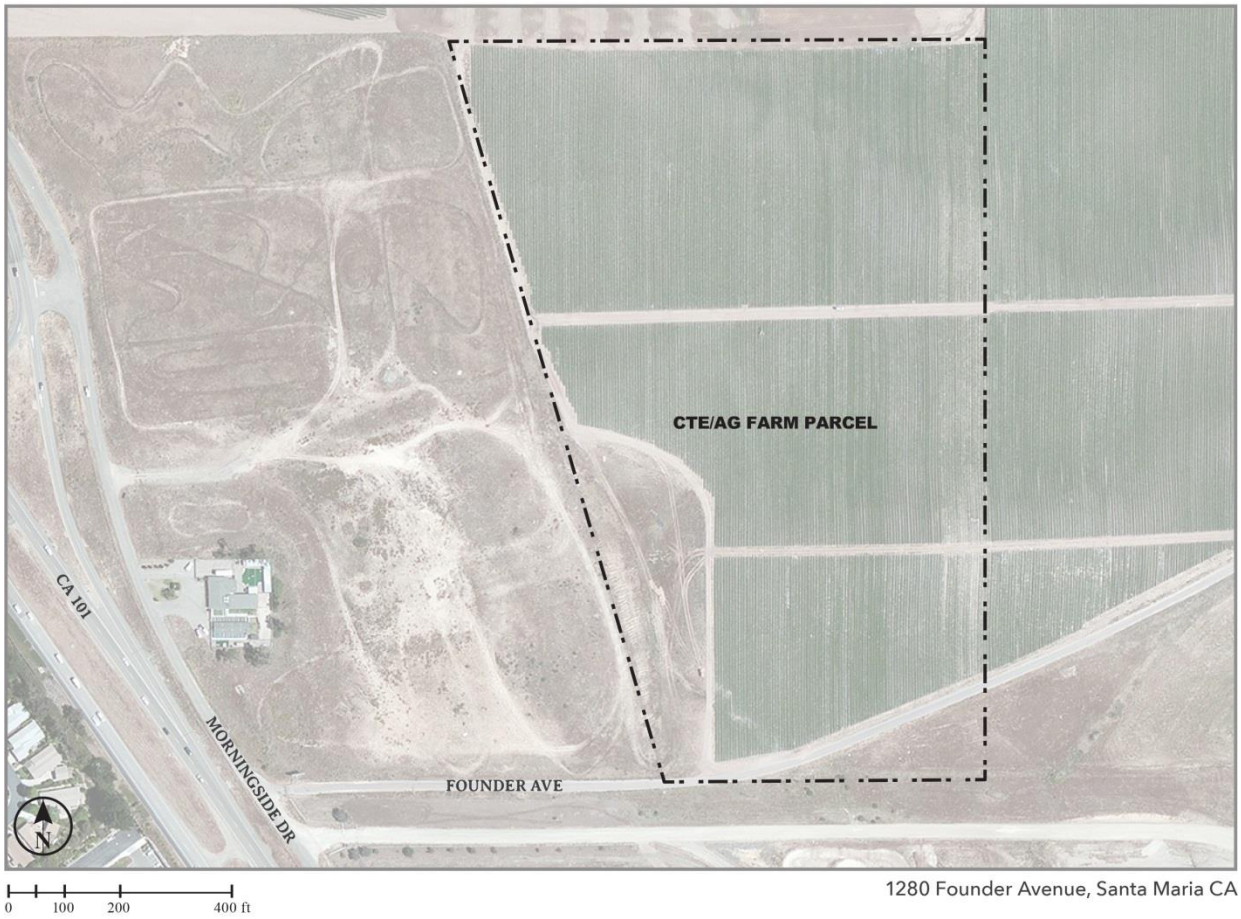
Outside of the main building, Delta High's campus is in excellent condition. The multipurpose field on the north side of the building is used recreationally and for assemblies. The grounds on the south side of

the building are less frequently used but are well maintained and irrigated. The school enjoys a high level of curb appeal.

3.6 CAREER TECHNICAL EDUCATION CENTER/AGRICULTURAL FARM PARCEL

The District is presently conducting due diligence on the acquisition of a 25.3-acre agricultural parcel on the east side of the city for development into a Career Technical Education (CTE) center and agricultural teaching farm. The CTE center would directly support the respected FFA program at Santa Maria High and technical classes in specialized trades and careers at all District schools.

Figure 12 – CTE/Ag Farm Parcel



Source: Santa Maria JUHSD; Google Earth

The site is located on Founder Avenue on the east side of Highway 101, placing it approximately six and seven miles south of Santa Maria High and Pioneer Valley High, respectively, and half a mile east of Righetti High. Preliminary plans propose three large classroom/shop facilities and two barns grouped on the north end of the property. The remainder of the site would be used for cultivation and livestock uses.

3.7 DISTRICTWIDE EXISTING CONDITIONS

3.7.1 FURNISHINGS

School site assessments included a review of the age, condition, and functionality of classroom furnishings. Furniture in all rooms were operable and safe, however very little, if any, of the classroom furnishings observed meet current expectations for ergonomic design or flexibility of classroom arrangement. Desks and chairs were observed from a variety of major vendors, and ranged in style from single-user desks with attached chairs to desks for 2 or 3 students using separate chairs underneath. Age and condition are also variable, from new to fair condition. Most chairs featured a very traditional design, with a rigid shell-shaped seat made from molded plastic and supported by an inflexible tubular steel frame. The majority of chairs utilized metal glides to limit damage to or deterioration of flooring, though some occasionally provided rolling castors to allow greater movement. Typically, classrooms were equipped with sufficient furnishings to accommodate at least 30 students.

Furnishings for teachers were similarly variable, with a variety of teacher workstations, podium/media carts, or storage solutions observed throughout the District, though standardization efforts have provided greater consistency over the past decade. In many cases, teachers have supplemented supplied classroom furnishings with their own purchase of storage, shelving, and filing equipment. Unfortunately, this has the unintended consequence of further limiting available floor area for flexible teaching arrangements. In addition, students are highly attuned to the variations from classroom to classroom and often loose attention and focus due to the variety of visual distractions that can occur when furniture is coordinated haphazardly.

International research findings as well as best practices in classroom design suggest that the selection of classroom furnishings is far from an aesthetic decision. Instead, the use of certain furnishing strategies may in fact have profound implications for a student's physical state while in the classroom, with rigid seating more likely to encourage distraction and flexible seating more likely to enhance concentration. For some in education, these are counterintuitive findings. This school of thought believes that traditional teaching methods require students to sit still in a rigid seat, assumes there to be no connection between brain and body, and therefore concludes the body should not be in movement when students learn. As a consequence, however, inactive sitting has been shown to place greater stress on the tissues and systems of developing bodies. Students forced to remain still in a physically static environment become more uncomfortable, more tired, and less productive.

Many educators are already aware of research showing important interconnections between the body and mind, such as the relationship between brain activity and kinesthetic stimulation (the perception and movement of one's body). Physical movement increases oxygen supply and is essential for stimulating cognition. When students are physically engaged, specific hormones are released that have a positive influence on brain activity. As a result, attention spans grow longer, and the ability to concentrate improves. For these reasons, educators often employ kinesthetic learning activities as part of the daily curriculum.

This same research has been applied to the design of student furnishings. Those students with increased opportunities to move while seated (e.g. rocking or swiveling) demonstrated increased levels of attention and concentration during test taking, while peer groups remaining in rigid seating demonstrated reduced attention span over time. Properly designed furnishings should accommodate a range of natural motion and provide an ergonomic seat surface that offers three dimensional movement. This allows a student to subconsciously twist, rock back and forth, and swivel around. While some would observe this movement and conclude that such behavior is a distraction, fidgeting is a natural strategy used by the brain during periods of sustained concentration and immobility to ensure physical and mental stimulation.

The design of desks also plays a role in creating an active learning environment. A frequent transition from sitting to standing keeps students' bodies in motion as they learn, contributing to sustained attention span. Many schools now provide classrooms with a certain number of adjustable height desks that can accommodate groups of five or more students and can support activities such as group reading, project-based learning, free work, and several types of collaborative activities.

The current inventory of District furnishings observed during site assessments do not meet the requirements for active seating. This presents an opportunity to further contribute to District academic achievement goals through the provisioning of modern student and teacher furnishings over the course of the implementation program. This priority, combined with classroom activities that promote movement, may better meet the physical and mental needs of District students. Therefore, the construction of new facilities or the modernization of existing classroom spaces should take into account the rigidity and inflexibility of current furnishings, and provide for their replacement with products that demonstrate an ability to accommodate active movement in the learning environment.

3.7.2 TECHNOLOGY

The District currently has a technology plan in place that covers the time period from July 2010 – June 2015. The plan follows a standardized format completed by all California school districts seeking E-Rate and EETT funding in compliance with the Federal No Child Left Behind legislation, and includes a summary of the current state of technology integration in the District, as well as goals and visions of the District moving forward. The plan anticipates a total of approximately $1.1 million in non-personnel implementation costs each year spread over five years. These costs represent improvements to network switches and servers, infrastructure upgrades to school sites, computers, printers, supplies, and software licensing.

Funding for these improvements through an ongoing series of replacements is anticipated by the District's technology plan as follows:

Computer Hardware	Replacement Plan	Funding Source
Classroom computers	After five years	Bond C-2004 or site funds (as available)
Administrative, Teacher and	After three years	General Fund budgeted line

Support staff computers		item
District mission critical servers	Every three years	General Fund – IS budget
Site mission critical servers	Every five years	Site budgets
Library servers	After five years	Site budgets

The technology plan also summarizes recent improvements made at District schools:

> *"All schools have Local Area Networks installed through a combination of Digital High School grants, Modernization Bond Funds, Measure C-2004 Local Bond Funds, and ERate funds intended for the reconstruction of aging schools. Santa Maria, Ernest Righetti, and Pioneer Valley High Schools currently have Gigabit Ethernet backbone while Delta Continuation School currently has 100Mb Ethernet backbones; all other campuses provide 10/100/1000Mbps switched connections to the desktop. All classrooms have a minimum of two network drops and a majority of our classrooms received additional drops to increase network access. The use of routers, switches and wireless hubs provide additional connectivity. All schools have multiple computer labs connected to the district network."*

Assessments conducted at each District school site also considered the availability and condition of student and teacher access to classroom technology. The review of existing conditions supports the conclusions reached by the District's technology plan, notably that replacement of older technology and improvement of the underlying network infrastructure are required prerequisites to implementing many curricular goals.

More specifically, most classrooms in the District lack a sufficiently robust wireless broadband network to support each teacher and student making a simultaneous network connection from a mobile device. When wireless access points were installed in many classrooms at Pioneer Valley and Righetti, for example, it was not anticipated that more than several dozen devices would be in use at any one time throughout the site. Thus, despite many of the improvements made to the wired network infrastructure at sites over the last decade, significant needs remain in order to support today's requirements of a wireless learning environment.

Assessments also encountered traditional desktop computers available in many classrooms. Most computers ran versions of Microsoft Windows or Mac OS X operating system software that are now several generations behind the versions currently distributed by each company. Furthermore, the age of the computer hardware and fixed location of the desktop form factor reduces the likelihood that these computers can significantly contribute to the learning environments anticipated to be commonplace over the next decade. Many classrooms supplemented individual computers with 1990's era presentation technologies such as Smart Boards or Promethean Boards. While the District's capital expenditure and installation of this equipment in many classrooms may have been more recent, the underlying functionality of these devices have remain largely unchanged since they were first brought to market nearly 20 years ago, and thus limit future adaptation.

Current technology trends indicate an aggressive shift in education usage toward portable computing devices capable of displaying digital books, receiving wireless internet, and providing a combination of touch-based interfaces for consuming educational media with office-centric applications for producing work products expected by future employers. Mobile devices place technology and access to information directly in the hands of students and give students physical and intellectual ownership over their own learning process. Moreover, the use of computing devices in every classroom begins to erode the need for dedicated computer lab rooms, except where labs provide a specific software tool that is not practical on a mobile device (e.g. video rendering, computer aided design, 3-D printing, etc.).

In addition, as districts throughout the State deploy increasing numbers of mobile devices, it has become necessary to reevaluate the continued purchase of Smart boards and other single-purpose technologies when many cheaper, more versatile, and wireless-ready consumer electronics may provide greater interoperability. For example, the dollars that might be invested toward a classroom installation of one Smart Board, multiple student response clickers, and a wireless teacher control panel may instead be better spent toward multiple flat screen high definition television displays paired with wireless interactivity devices (e.g. Apple TV, Google Chromecast, etc.) designed to operate with tablets or inexpensive laptops. In most cases, a significant cost savings is realized on a per classroom basis when making the latter choice, yielding additional dollars toward the purchase of individual handheld devices for students and teachers.

SECTION 4

FUNDING ASSESSMENT

4.1 STATE FUNDING

The state provides periodic funding to school districts from its School Facility Program in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs. The program provides new construction and modernization grants to construct new school facilities or modernize existing schools. To receive state grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. This may include proceeds from local general obligation bonds, developer fees, and a district's general fund.

While SFP funds for modernization and new construction are presently exhausted, program funding is expected to be replenished if Assembly Bill 2235 is approved and a new state education bond successfully passes in the statewide November 2014 election, otherwise funding may be delayed until the next potential opportunity for a state bond in 2016. As part of the Reconfiguration and Facilities Program, data was collected and analyzed as to the District's eligibility for state funding, including original build dates and modernization dates, current classroom loading ratios, and projected residential development and enrollment. This data was then used to evaluate options for the District to qualify for its maximum eligibility and in securing priority placement for allocation of future funds in the event a new bond is approved.

4.1.1 STATE MODERNIZATION PROGRAM

The state Office of Public School Construction (OPSC) administers a facility modernization program through the SFP that provides state funds on a 60/40 state and local sharing basis for improvements that educationally enhance existing school facilities. Eligibility for modernization funding is established separately for each school site. Factors affecting eligibility for modernization funding include the age of the facilities and the total pupil enrollment at each school. Eligibility translates directly into per pupil grants. Project improvements eligible under the program include such modifications as air conditioning, plumbing, lighting, roofing, and electrical systems repair or replacement. They also include purchases of furniture and equipment. Modernization grant applications are submitted to the OPSC in two stages:

1. ***Eligibility:*** Modernization funding is established separately for each school site and requires that permanent facilities be at least 25 years old and portable facilities be at least 20 years old. Students must be enrolled in eligible facilities based on state classroom loading standards of 27 per classroom for Grades 9 through 12. Once established, site eligibility is not subject to annual review.

2. ***Funding:*** A district with modernization eligibility may request funding. Funding is provided on a 60-40 state grant/local match basis. The pupil grant is currently $5,230 for Grades 9 through 12. Eligible costs include design, construction, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements.

Table 9 shows classroom inventory by site and Tables 10 and 11 demonstrate the amount of modernization grant funding possible, based on existing state eligibility requirements and District conditions. For permanent classrooms, the District has used all of its modernization eligibility to date on improving its existing schools as demonstrated on Table 10. Future eligibility is anticipated to be available in approximately 10 years beginning in 2025, 2029 and 2035 for a projected total of approximately $17.7 million, $12.9 million and $1.5 million, respectively, as the District's newer facilities reach their 25th year of construction and the older schools sites reach their anniversary date since last being modernized. For portable classrooms, the District is eligible for approximately $3.5 million today, cumulatively increasing to $11.7 million by 2023 and $15.8 million in 2033, assuming that the current state requirements remain in place throughout the period. Again, all of these amounts are subject today to a local 40 percent match requirement by the District prior to disbursement, assuming the current program remains in place.

Table 9 – Santa Maria JUHSD Classroom Inventory by School Site

			Permanent Classroom		Portable Classroom	
Site	**Permanent CR**	**Portable CR**	**Built or Modernized 25+ years ago**	**Built or Modernized <25 years ago**	**Installed or Modernized 20+ years ago**	**Installed or Modernized <20 years ago**
Delta High	11	0	0	11	0	0
Righetti High	59	37	0	59	16	21
Pioneer Valley High	84	29	0	84	0	29
Santa Maria High	74	46	0	74	6	40
Total	**228**	**112**	**0**	**228**	**22**	**90**

Source: Santa Maria JUHSD

Table 10 – Santa Maria JUHSD Permanent Classroom Modernization Eligibility—60/40 Program*

		Grant Eligibility								
Site	**Total CRs**	**CRs**	**FY 2014-24**	**CRs**	**FY 2025**	**CRs**	**FY 2029**	**CRs**	**FY 2035**	**Total**
Delta High	11	0	$0	0	$0	0	$0	11	$1,553,310	$1,553,310
Righetti High	59	0	$0	59	$8,331,390	0	$0	0	$0	$8,331,390
Pioneer Valley High	84	0	$0	0	$0	84	$11,861,640	0	$0	$11,861,640
Santa Maria High	74	0	$0	66	$9,319,860	8	$1,129,680	0	$0	$10,449,540
Total	**228**	**0**	**$0**	**125**	**$17,651,250**	**92**	**$12,991,320**	**11**	**$1,553,310**	**$32,195,880**
Cumulative CRs				***125***		***217***		***228***		
Cumulative Total					***$17,651,250***		***$30,642,570***		***$32,195,880***	

Source: Santa Maria JUHSD, OPSC * *In current dollars*

Table 11 – Santa Maria JUHSD Portable Classroom Modernization Eligibility—60/40 Program*

Grant Eligibility																	
Site	**Total CRs**	**Total**	**CRs**	**FY 2010**	**CRs**	**FY 2011**	**CRs**	**FY 2013**	**CRs**	**FY 2014**	**CRs**	**FY 2015**	**CRs**	**FY 2016**	**CRs**	**FY 2017**	**CRs**	**FY 2019**
Delta High	11	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Righetti High	59	$5,789,610	8	$1,129,680	5	$706,050	3	$423,630	0	$0	0	$0	0	$0	4	$564,840	1	$141,210
Pioneer Valley High	84	$3,530,250	0	$0	0	$0	0	$0	0	$0	0	$0	1	$141,210	0	$0	10	$1,412,100
Santa Maria High	74	$6,495,660	2	$282,420	0	$0	2	$282,420	2	$282,420	3	$423,630	0	$0	0	$0	8	$1,129,680
Total	**228**	**$15,815,520**	**10**	**$1,412,100**	**5**	**$706,050**	**5**	**$706,050**	**2**	**$282,420**	**3**	**$423,630**	**1**	**$141,210**	**4**	**$564,840**	**19**	**$2,682,990**
Cumulative CRs					**15**		**20**		**22**		**25**		**26**		**30**		**49**	
Cumulative Total						***$2,118,150***		***$2,824,200***		***$3,106,620***		***$3,530,250***		***$3,671,460***		***$4,236,300***		***$6,919,290***

Site	**CRs**	**FY 2020**	**CRs**	**FY 2021**	**CRs**	**FY 2022**	**CRs**	**FY 2023**	**CRs**	**FY 2024**	**CRs**	**FY 2025**	**CRs**	**FY 2028**	**CRs**	**FY 2033**
Delta High	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Righetti High	6	$847,260	2	$282,420	7	$988,470	0	$0	4	$564,840	0	$0	1	$141,210	0	$0
Pioneer Valley High	2	$282,420	0	$0	0	$0	0	$0	0	$0	12	$1,694,520	0	$0	0	$0
Santa Maria High	6	$847,260	11	$1,553,310	0	$0	0	$0	0	$0	0	$0	0	$0	12	$1,694,520
Total	**14**	**$1,976,940**	**13**	**$1,835,730**	**7**	**$988,470**	**0**	**$0**	**4**	**$564,840**	**12**	**$1,694,520**	**1**	**$141,210**	**12**	**$1,694,520**
Cumulative CRs	**63**		**76**		**83**		**83**		**87**		**99**		**100**		**112**	
Cumulative Total		***$8,896,230***		***$10,731,960***		***$11,720,430***		***$11,720,430***		***$12,285,270***		***$13,979,790***		***$14,121,000***		***$15,815,520***

Source: Santa Maria JUHSD, OPSC

* *In current dollars.*

4.1.2 STATE NEW CONSTRUCTION PROGRAM

The Office of Public School Construction (OPSC) also administers a new construction grant program that funds, at a 50/50 state/local funding basis, new facilities that increase enrollment capacity to a school district. Eligibility for new construction funding is determined by the gap between a district's projected enrollment and its existing classroom capacity to permanently house students. For purposes of state eligibility, portable classroom capacity is not considered to be available to permanently house students. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the amount of future students and the current capacity to house students in permanent facilities. Eligibility translates directly into per pupil grants. The 50% match requirement from a district is based on the total project need as determined by the state. Eligibility is determined district wide and may be used in whole or part at any school site or sites. New facilities include new structures as well as the addition of new classrooms to existing structures. As with modernization grants, applications are submitted to the OPSC in two stages:

1. ***Eligibility:*** Eligibility for new construction funding is established on a district wide basis. It requires demonstration of the gap between projected district enrollment and its existing classroom capacity to permanently house students. For eligibility purposes, portable classroom capacity is not considered to be available to permanently house students. Projected enrollment is frequently determined by applying cohort-survival formulas to historical enrollment. Currently, the state assigns a student loading capacity for high school permanent classrooms of 27 students, 13 for non-severe Special Day Classrooms, and 9 for severe Special Day Classrooms.
2. ***Funding:*** A district with new construction eligibility may request funding that will cover 50% of the cost of new facilities as determined by the state. Grants are awarded on a per-pupil basis. Currently, the award is $13,347 for each pupil in grades 9 through 12 found to be unhoused by state loading standards. As with modernization grants, limited supplemental funding is available for certain activities (such as site acquisition or utilities installation) that may have an excessive cost.

Based on CBEDS data as of October 2013 and projected cohort growth over the next five years, a preliminary estimate, as shown in Table 12, suggests the District may be eligible for approximately $37.4 million in state grants for new construction today. These grants may be further expanded to include an allowance for the cost of site development equal to 15% of the state grant amount. Thus, up to $43 million may be available, assuming an allowance for additional site development costs. This amount is subject to a local 50 percent match requirement by the District or an additional $43 million as presented in Table 12 to be provided by the District prior to disbursement.

Unlike with modernization grants, which must be used at the site where grants are claimed by the District, new construction grants may be used by the District at any site. As with the modernization program, however, new construction funding is not currently funded by the state. Should a state school bond be approved on the November 2014 ballot, it is anticipated state funding will once again be

available. Consequently, if a state school facilities bond measure not appear or pass on the November ballot, the next available opportunity would be in the 2016 state election cycle.

Table 12 – Santa Maria JUHSD Estimated New Construction Eligibility - 50/50 Program*

Grade Level	Eligible Pupils	SFP Per-Pupil Grant	Est. State Grant (50%)	Est. Local Match (50%)	Combined State & Local Match (100%)
9-12	2,389	$13,347	$31,885,983	$31,885,983	$63,771,966
Non-severe	101	$27,873	$2,815,173	$2,815,173	$5,630,346
Severe	144	$18,640	$2,684,160	$2,684,160	$5,368,320
		Subtotal	**$37,385,316**	**$37,385,316**	**$74,770,632**
		Est. Site Service (15%)	$5,607,797	$5,607,797	$11,215,595
		Grand Total	**$42,993,113**	**$42,993,113**	**$85,986,227**

** In current dollars.*

Source: Santa Maria JUHSD, OPSC

As noted previously, the state new construction program requires a dollar-for-dollar match requirement before the disbursement of any new construction funds. If enrollment continues to grow, the amount of state eligibility for new construction is expected to increase. Additional new construction grants can also be justified by official evidence of future residential growth in the form of approved but yet unbuilt residential building permits. Therefore, as the Reconfiguration and Facilities Program enters future phases, the District should continue to monitor for evidence of enrollment and residential growth within its attendance area and update the funding assessment accordingly to ascertain the net increase/decrease in state eligibility.

4.1.3 STATE FINANCIAL HARDSHIP PROGRAM

The state administers a special program to financially support school districts qualifying for modernization or new construction grants, but at risk in meeting their local match requirement. If a district becomes eligible for modernization or new construction, but is unable to provide matching funds, it can apply for hardship funding that may cover up to 100% of the required local match (Financial Hardship Program). As of 2014, to qualify for the Financial Hardship Program, a district must be charging the maximum developer fee pursuant to state law and meet one of these criteria:

- Bonded indebtedness of 60% or greater
- Successful passage of a Proposition 39 bond
- District total bonding capacity of less than $5 million

In addition, it must meet at least two of these criteria:

- District has placed on the ballot within the last four years a local general obligation bond
- Bond received at least 50% “yes” votes
- Debt has been issued for capital outlay obligations of 30% or more of district’s bonding capacity

- At least 20% of the district's teaching stations are portable classrooms

Except for land acquisition and some site service costs, 100% grant funding does not typically equate to 100% of total development costs for the design and construction of an eligible project. Often, projects must be phased and alternate solutions used to achieve the desired space requirement to house students. Participation in the program requires audits of available capital facilities funding (e.g., Funds 14, 21, 25, 35) throughout the project period and at close-out. Until approved for construction, eligibility for continued Hardship funding is subject to review every six months. A district must have exhausted all unencumbered capital funds available for modernization or new construction, and any funds that become available during the time the district is in the hardship period will reduce the state's grant by an equivalent amount.

Tables 13 and 14 present estimated hardship funding based on the District's estimated grant funding for the Modernization and New Construction programs.

Table 13 – Estimated Santa Maria JUHSD Permanent and Portable Classrooms Modernization Eligibility to FY 2023 - Hardship Program*

	Permanent Classrooms			Portable Classrooms			
Site	Est. Grant Eligibility	Est. Local Match	Est. Hardship Amount	Est. Grant Eligibility	Est. Local Match	Est. Hardship Amount	Total Hardship Amount
DHS	$0	$0	$0	$0	$0	$0	$0
RHS	$0	$0	$0	$5,083,560	$3,389,040	$8,472,600	$8,472,600
PVHS	$0	$0	$0	$1,835,730	$1,223,820	$3,059,550	$3,059,550
SMHS	$0	$0	$0	$4,801,140	$3,200,760	$8,001,900	$8,001,900
Total	**$0**	**$0**	**$0**	**$11,720,430**	**$7,813,620**	**$19,534,050**	**$19,534,050**

** In current dollars*

Source: Santa Maria JUHSD, OPSC

Table 14 – Estimated Santa Maria JUHSD Permanent and Portable Classrooms Modernization Eligibility to FY 2035 - Hardship Program*

	Permanent Classrooms			Portable Classrooms			
Site	Est. Grant Eligibility	Est. Local Match	Est. Hardship Amount	Est. Grant Eligibility	Est. Local Match	Est. Hardship Amount	Total Hardship Amount
DHS	$1,553,310	$1,035,540	$2,588,850	$0	$0	$0	$2,588,850
RHS	$8,331,390	$5,554,260	$13,885,650	$5,789,610	$3,859,740	$9,649,350	$23,535,000
PVHS	$11,861,640	$7,907,760	$19,769,400	$3,530,250	$2,353,500	$5,883,750	$25,653,150
SMHS	$10,449,540	$6,966,360	$17,415,900	$6,495,660	$4,330,440	$10,826,100	$28,242,000
Total	**$32,195,880**	**$21,463,920**	**$53,659,800**	**$15,815,520**	**$10,543,680**	**$26,359,200**	**$80,019,000**

** In current dollars*

Source: Santa Maria JUHSD, OPSC

Table 15 – Santa Maria JUHSD Estimated New Construction Eligibility —Hardship Program *

	A	B	A x B = C	D	C + D
Grade Level	**Eligible Pupils**	**SFP Per-Pupil Grant**	**Est. State Grant (50%)**	**Est. Local Match Provided by State (50%)**	**Hardship Total (Combined State & Local Match)**
9-12	2389	$13,347	$31,885,983	$31,885,983	$63,771,966
Non-severe	101	$27,873	$2,815,173	$2,815,173	$5,630,346
Severe	144	$18,640	$2,684,160	$2,684,160	$5,368,320
		Subtotal	**$37,385,316**	**$37,385,316**	**$74,770,632**
		Est. Site Service (15%)	$5,607,797	$5,607,797	$11,215,595
		Grand Total	**$42,993,113**	**$42,993,113**	**$85,986,227**

** In current dollars*
Source: OPSC

As with the modernization and new construction programs, funding for this program is not currently available, but is projected to be replenished upon passage of the proposed statewide education bond in November 2014. The State is presently considering revising hardship eligibility rules to require that a school district has a bonded indebtedness of 100% instead of 60% or greater. The District does not qualify for hardship at this time. Should the District's outstanding bonded indebtedness reach 60% or greater, the District should become eligible for hardship status. If the requirement 60% limit is raised to 100%; however, the District will be unable to qualify given its Measure C-2004 authorization.

4.2 LOCAL FUNDING

4.2.1 PREVIOUS GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used method of financing school facility improvements in California. More than 600 school districts in the state have issued G.O. bonds for various reasons. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district based on the assessed value of a parcel pursuant to Proposition 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from State and Federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest.

Proposition 39 authorizes school districts to issue new bonds (within allowable indebtedness) upon a 55% affirmative vote by the local electorate in a regularly scheduled election. The maximum tax rate imposed on voters at the time bonds are sold must not exceed $30 per $100,000 of assessed value within a high school district. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list and an independent citizens' oversight committee. Districts must also agree to annual audits.

The District has recent experience in issuing G.O. bond programs, as shown in Table 16, having successfully passed Measure C-2000 and Measure C-2004 for the purpose of constructing capital improvements districtwide. The partnership between the District and the local community has enabled the District to demonstrate effective use of bond proceeds.

Table 16 — Santa Maria JUHSD Bond Debt Profile

Election	Amount Authorized	Series	Issue Date	Amount Sold	Amount Outstanding	Final Maturity
Nov 7, 2000	$30,000,000	Series A	Mar 8, 2001	$18,000,000	$0	2025
(2/3rds)		Series B	Mar 26, 2003	$12,000,000	$2,525,000	2027
			Subtotal	**$30,000,000**	**$2,525,000**	
			Remaining Authorization	**$0**		
Nov 2, 2004	$79,000,000	2005	Feb 23, 2005	$34,998,222	$5,208,222	2030
(Prop. 39)		2013	Apr 23, 2013	$14,999,873	$14,999,873	
			Subtotal	**$49,998,095**	**$20,208,095**	
			Remaining Authorization	**$29,001,905**		
			Legal Tax Rate	$30		
			Election Tax Rate Est.	$23		
Bond Refundings						
		2006	May 17, 2006	$25,452,728	$16,310,000	2020
		2013	Apr 23, 2013	$26,820,000	$26,545,000	2026
			Total Amount Outstanding		**$65,588,095**	

Source: Santa Maria JUHSD

State law, via Education Code 15102, limits the amount of principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For a high school district, indebtedness must not exceed 1.25% of the total assessed value of parcels in the district's attendance area. Table 17 shows a net bonding capacity based on the 2013-14 fiscal year of approximately $80 million. There is approximately $65.5 million in outstanding bond principal, equal to approximately 45% of the District's bonding capacity. This is less than the amount required to qualify for State hardship funding. To do so, the District would need to issue approximately another $22.3 million in remaining authorization.

The District's net bonding capacity is expected to grow as assessed values in the District increase and as outstanding principal from the previous bonds is repaid. Should the District opt for a new bond authorization election in 2016, estimated bond sales would occur overtime, based on projected growth in Districtwide assessed value. Issuing bonds over time allows growth in assessed value between bond issuances so that repayments can be maintained at a more affordable level.

Table 17 — Santa Maria JUHSD Bonding Capacity, FY 2013-14

Assessed Valuation	
Secured Assessed Valuation	$11,093,272,277
Unsecured Assessed Valuation	$619,993,673
Debt Limitation	
Total Assessed Valuation	$11,713,265,950
Applicable Bond Debt Limit	1.25%
Bonding Capacity	$146,415,824
Outstanding Bonded Indebtedness	$65,588,095
Net Bonding Capacity	**$80,827,730**
Percent of Capacity Currently Used	44.8%
Net Additional Bonded Indebtedness Required for Hardship Eligibility at 60%	**$22,261,400**

Source: Santa Maria JUHSD

According to Table 18 the District's assessed valuation has returned to successive yearly growth, following a two year period of decline. Prior to the recent recession, the District experienced rapid growth between 2004-2007 owed in part to a surge in local investment, housing market activity, and job growth. District assessed value declines of approximately 0.23% in 2008-09 and 2.92% in 2009-10 reflect the impact of the economic downturn, though this was ultimately less pronounced in the District than in other parts of the State. The levels of decline experienced were not uncommon for districts with similar local economic characteristics to Santa Maria. A summary of secured, unsecured, and total AV over the past ten years is displayed in Table 18.

Historically, District assessed value growth has remained largely positive. Looking back over a period of the last ten years, the average annual growth in assessed value experienced by the District was approximately 5.5%.

Table 18 – Santa Maria Joint Union High School District Historical Assessed Valuation

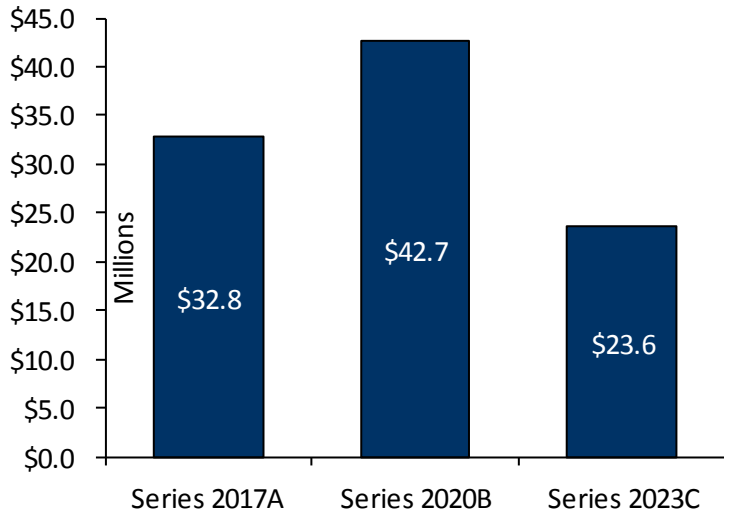
HISTORICAL ASSESSED VALUES				
Year	**Secured**	**Unsecured**	**Total**	**% Change**
2003-04	$6,821,513,694	$406,191,959	$7,227,705,653	
2004-05	$7,650,191,230	$428,838,144	$8,079,029,374	11.78%
2005-06	$8,830,567,222	$487,976,402	$9,318,543,624	15.34%
2006-07	$10,055,097,724	$488,750,716	$10,543,848,440	13.15%
2007-08	$10,801,944,557	$522,282,293	$11,324,226,850	7.40%
2008-09	$10,753,054,377	$545,472,031	$11,298,526,408	-0.23%
2009-10	$10,389,442,326	$578,950,233	$10,968,392,559	-2.92%
2010-11	$10,454,447,818	$597,472,614	$11,051,920,432	0.76%
2011-12	$10,656,637,101	$603,488,285	$11,260,125,386	1.88%
2012-13	$10,826,674,265	$626,606,879	$11,453,281,144	1.72%
2013-14	$11,093,272,277	$619,993,673	$11,713,265,950	2.27%

Source: CFW, Santa Barbara County, Santa Maria JUHSD

Based on an analysis of the District's assessed value and available bonding capacity, the District has the opportunity to establish a potential new GO bond program to address new and unmet facility financing needs. Approximately $99.1 million is estimated over time at a tax rate of $30 per $100,000 of assessed valuation, the maximum allowed under Prop. 39.

Figure 13 provides a projection of estimated bond sales over time separated by three year intervals should the District elect to move forward with a new bond authorization election. The projections are based on the District's growth in assessed valuation. Assessed valuation assumptions are based on historical growth averages adjusted downward to account for the recent economic downturn. The first series of bonds is projected to become available in the fiscal year ending 2017, subsequent to voter authorization of a measuring appearing in the 2016 election cycle. Thereafter, each series of bonds are separated in such a manner to allow sufficient growth between bond issuances so that required tax rates for bond repayments are maintained within the projected tax rates. The first bond series is projected to be sold in 2017 in the amount of $32.8 million, the second in 2020 in the amount of $42.7 million, and the third in 2023 in the amount of $23.6 million.

Figure 13 –G.O. Bond Program



Total Estimated Bond Proceeds:
$99.1 million

Tax Rate:
$30.00 per $100,000 of Assessed Valuation

Assumptions:

- Prop. 39 Bond program
- 55% voter approval
- 3 bond series with 25 year payback periods
- Assumed annual A.V. growth of 2.5% (FY15), 3.0% (FY16), 3.5% (FY17), and 4% thereafter

4.2.2 DISTRICT FUNDS

The District has noted the following balances for four funds related to capital improvements and maintenance as of April 30, 2014, and the amount remaining for issuance as authorized by the November 2004 bond program. These amounts represent the funds available for use in implementing proposed capital improvements.

Table 19 — Santa Maria JUHSD Fund Balances and Remaining Measure C-2004 Bond Authority

Source	Total
Fund 14 – Deferred Maintenance	$255,157
Fund 22/24 – Building Fund	$14,319,290
Fund 25 – Capital Facilities/Developer Fees	$788,373
Fund 35 – County School Facilities/State Aid Reimbursements	$3,624,904
Subtotal	**$18,987,724**
Remaining C-2004 Bond Authorization	$29,001,905
Total	**$47,989,629**

Source: Santa Maria JUHSD

Certain funds have restricted uses. For example, in October 1989, Assembly Bill 181 was enacted to clarify several areas of developer fee law. The resulting change to Education Code Section 17620 prohibits districts from using developer fee revenue for routine maintenance or repair, asbestos work, or deferred maintenance purposes. As such, dollars from Fund 25 must be allocated only to eligible projects not in conflict with this Education Code requirement.

Similarly, funds resulting from the sale of Measure "C-2004" bonds, as well as anticipated remaining authorization, must be spent according to the legal language of the bond program as approved by voters. As the program was authorized by voters in accordance with Proposition 39, a project list appeared as part of the original ballot measure, providing an assurance to voters that the District would commit to proceeding on only those projects listed at the time of the election. The project list as provided in the 2004 election appears below:

- *Make necessary health and safety improvements such as upgrading fire alarm and communication systems and making ADA (handicapped accessibility) improvements and improve access to schools*
- *Improve student access to computer technology throughout the District by upgrading and constructing additional computer labs, renovating electrical systems and providing additional computers*
- *Upgrade and modernize school libraries and replace aging portable classrooms and buildings with new construction throughout the District*
- *Build an additional continuation high school*
- *Construct new classrooms and build additional restrooms to relieve student overcrowding*
- *Construct an additional high school to relieve student overcrowding and improve student and campus safety at each high school*
- *Upgrade outdated heating, air conditioning and ventilation systems*
- *Improve and expand student safety at Santa Maria and Righetti High Schools by repairing and renovating aging educational buildings and facilities*
- *Modernize and renovate outdated buildings/facilities at Santa Maria and Righetti High Schools including walls, painting, lighting and roofs*
- *Construct a cafeteria/multipurpose room at Santa Maria High School because the campus currently does not have any place for students to eat*
- *Construct, renovate or expand student support facilities as required*
- *Provide other school facilities to comply with the law including the requirements of Proposition 39*
- *Provide or purchase other school furniture and equipment, as needed*
- *Address unforeseen conditions revealed by construction/modernization (e.g., plumbing or gas line breaks, dry rot, seismic, structural, etc.)*

- *Necessary site preparation/restoration in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms*
- *Continue to renovate , modernize, upgrade and add the necessary educational facilities to all district high schools*

4.2.3 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under the state Education Code, Section 17620. The purpose of these fees is to offset the student enrollment impact that would be generated by new residential development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The code also permits an inflation-based increase in developer fees every two years based on changes in the Class B construction index. Currently, the fee is set at $3.36 per square foot of residential construction and $0.54 per square foot of commercial or industrial construction. However, the District is permitted to claim only a portion of the total allowable fee, equal to their share of grade levels served. As a high school district, Santa Maria JUHSD can claim the 4/13ths of the total fees, with the remainder distributed to feeder elementary school districts. Hence, for each square foot of new residential construction, the District may claim $1.03.

Before developer fees can be assessed, a justification for the fees is required. In February 2014, the District received a developer fee justification study that demonstrated sufficient evidence for supporting the levy of the maximum fee allowed by law.[10] Projecting a total of 1,500 new housing units in the District attendance area by 2019, each at an average of 1,882 square feet, the study asserts that 300 new high-school aged students will be generated in this time frame, using the state Office of Public School Construction student generation factor of 0.2 pupils per house. The study concludes that the District is justified in levying the full developer fee based on the expected increase in student generation.

From this data, we can calculate the anticipated revenue from developer fees for these 1,500 units by 2019: At 1,882 square feet each, total residential development in the District would equal 2,823,000 square feet. Multiplied by $3.36 (the current maximum developer fee per square foot), this amounts to $9,485,280 by 2019. The District would be able to claim 4/13ths of this total, or $2,907,690, by 2019. Should residential development continue to occur beyond 2019, the District would need to complete an updated Developer Fee Justification Study in order to continue to claim its 4/13ths share of developer fee revenue.

[10] *Santa Maria Jt. Union High School District 2014 Developer Fee Justification Study* by SchoolWorks, Inc., Carmichael, CA

SECTION 5

PROPOSED IMPROVEMENTS

5.1 OVERVIEW

The following proposed improvements are based on:

- the District's adopted Strategic Plan
- proposed Educational Program enhancements
- existing demographic information and projected student enrollment
- the age and capacity of existing facilities to house students
- field site assessments of existing schools
- available and anticipated funding

Education specifications for high school facilities were developed to guide new construction and the evaluation of existing and proposed facilities, recognizing the constraints imposed by the nearly 90 year differential between the oldest and newest facilities. Each school varies not only by age, but also by the size, design, and configuration of functional learning space. Thus, educational specifications properly applied to future new construction or reconfiguration efforts will aid in establishing commensurate facilities functionality between District campuses.

5.2 EDUCATION SPECIFICATIONS

Education specifications for facilities are required by Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the design is consistent with the California Code of Regulations, Title 5 standards. These standards include quantifiable minimums for various school site attributes, including site acreage and classroom square footage.

Education specifications outline essential educational concepts and detailed facility requirements so that the "form" of school facilities effectively follows the "function" required by the education program. Education specifications also help to anticipate activities and costs associated with the modernization and construction of school facilities.

In 2001, an education specifications report was prepared for the District by Franklin Hill and Associates: Educational Facility Planning. It presented a set of education specifications for the construction of a new high school to serve a total capacity of 2,000 students. Subsequent to the design and construction of

Pioneer Valley High School, a review of the actual as-built building spaces and square footage information from WLC Architects was summarized into a final list and disseminated as an adjustment to the earlier specifications.

These specifications have been reviewed for consistency with local and state standards, as well as consideration for the District's education program goals. They are presented for use in the course of modernizing existing District facilities or constructing new facilities in the future. At this time an adjustment of these specifications to house 2,500 students is justified, both as a reflection of current site uses and to more closely anticipate potential District enrollment needs.

New capacity will likely be required, and the new education specifications in Table 20 are intended to inform the District on the facilities that would be needed to accommodate the new growth at each school. However, if the District's education program or preferred school capacity changes, these specifications should be modified accordingly. Beginning with the as-built specifications created as a result of Pioneer Valley High's construction, the following adjustments are provided to establish a set of education specifications that serve a capacity of 2,500 students:

- The size of a general purpose classroom is rounded up to the state standard of 960 square feet; correspondingly, ancillary spaces are rounded slightly down
- The total number of general purpose classrooms increases to 53, reflecting approximately a 20% increase, to support 2,500 students at state loading standards (27 students per classroom)
- The variety of specialty classrooms is broadened such that their total number is approximately 20% greater, reflecting the increase in student capacity
- Rooms or building areas of the same function or type are combined for convenience. For example, general purpose classrooms are grouped together and areas such as stairs, elevators, hallways, and lobbies are included within the circulation allowance.

In examining the support facilities, it was determined that the spaces provided are of sufficient size and flexibility to support a 2,500-student high school. Ultimately, specifications are best used as guidance for future modernization and construction of classrooms and support facilities. The specifications in Table 20 summarize the type, quantity, and square footage of facilities required for a 9-12 high school site enrolling 2,500 students.

Table 20 — Proposed 9-12 Educational Specifications

(2,500 student capacity)

Proposed	Sq. Ft.	Units	Total Sq. Ft.
General Purpose Classrooms			
General Purpose	960	53	50,880
RSP	480	2	960
Special Ed/SDC	960	3	2,880
Special Ed/SDC-Severe	1,500	3	4,500
Subtotal Sq. Ft.			***59,220***
Speciality Classrooms			
CAD/Drafting/Business/Tech	1,140	6	6,840
Art Classroom	1,200	1	1,200
Ceramics Lab	1,500	1	1,500
Culinary Arts Lab	1,200	1	1,200
Graphics Arts/Media	1,160	1	1,160
Journalism	1,200	1	1,200
Animation/Digital/Audio/Video Lab	1,417	3	4,250
Shops (Metal, Wood, Machine Repair)	1,500	3	4,500
Agriculture Lab	1,140	1	1,140
Subtotal Sq. Ft.			***22,990***
Science Labs			
Science Labs	1,200	9	10,800
Prep/Work Rooms	2,780	1	2,780
Subtotal Sq. Ft.			***13,580***
Performing Arts			
Band Room	1,800	1	1,800
Instrument Storage	575	1	575
Music Workroom	150	1	150
Offices	100	3	300
Uniform/Equipment Storage	250	2	500
Choral Room	1,500	1	1,500
Drama Room	1,500	1	1,500
Subtotal Sq. Ft.			***6,325***
Food Service			
Staff Dining/Lounge	850	1	850
Food Cart Storage	140	1	140
Food Service Staff Lockers	45	1	45
Concession	145	1	145
Dry Storage	290	1	290
Kitchen	2,550	1	2,550
Multipurpose Room	6,000	1	6,000
Office	80	1	80
Serving Area	1,180	1	1,180
Data/Telephone Equipment Room	80	1	80
Cashier	130	1	130
Subtotal Sq. Ft.			***11,490***
Library			
Career Center	1,010	1	1,010
Clerical	300	1	300
Conference Room	225	1	225
Fire Riser	50	1	50
Librarian Office	130	1	130
Reading Room/Stacks/Research Areas	5,710	1	5,710
Student Study Collaboration Rooms	450	5	2,250
Data Room	300	1	300
Storage	1,000	1	1,000
Workroom	650	1	650
Subtotal Sq. Ft.			***11,625***
Gymnasium/Physical Education			
Court Areas	5,880	3	17,640
PE Locker Rooms	1,380	2	2,760
Team Locker Rooms	700	2	1,400
Restrooms/Showers	800	2	1,600
PE Staff Offices	125	6	750
Faculty Restrooms	275	1	275
Trainer Room	500	1	500
Weight Room	2,000	1	2,000
Storage/Equipment	1,230	1	1,230
Activity Classroom	1,050	1	1,050
Concession	150	1	150
Ticket Room	150	1	150
Subtotal Sq. Ft.			***29,505***
Administration			
Attendance Office	150	1	150
Reception/Clerical	900	1	900
Data/Tech Room	100	1	100
Large Conference Room	430	1	430
Small Conference Room	210	1	210
Nurse's Office	125	1	125
Health Office	425	1	425
Cot Room	130	2	260
Mail Center	240	1	240
Staff Offices	200	10	2,000
Principal/Conference	280	1	280
Record Storage	400	1	400
Security	95	1	95
Student Store	1,750	1	1,750
Lobby/Waiting	650	1	650
Open Work Area	340	1	340
Subtotal Sq. Ft.			***8,355***
Lunch Shelter	4,650	1	4,650
Restrooms	5,940	1	5,940
Ancillary Spaces			
Electrical/Signal Rooms	2,500	1	2,500
Custodial Rooms	1,120	1	1,120
Classroom Prep/Work Areas	6,500	1	6,500
Boiler Room	140	1	140
Storage Allowance	2,440	1	2,440
Circulation Allowance	15,400	1	15,400
Subtotal Sq. Ft.			***28,100***
Grand Total Sq. Ft			***201,780***

5.3 PROPOSED IMPROVEMENTS: INTRODUCTION

Proposed projects are presented in two phases to reflect the expected availability of funds. Phase I comprises projects at Righetti High, Pioneer Valley High, and the proposed CTE center/agricultural farm site. It also recognizes the 14-classroom expansion currently underway at Santa Maria High. Phase II focuses on improvements to Santa Maria High and remaining projects at Righetti High and across the District. As the two oldest schools in the District, the largest proportion of improvements are proposed for Santa Maria High and Righetti High so that they may be brought up to the newer standards set by the recent construction of Pioneer Valley High and Delta High.

The proposed phasing assumes that the state aid program for public school construction will be re-funded following the November 2014 election. As of June 2014, the preponderance of evidence regarding the future of AB 2235 suggests that the statewide bond has strong support in the California legislature and senate and will make it to the ballot.

Proposed improvements are described for each school in the same order as the site assessments of Section 3: Righetti High, Pioneer Valley High, Santa Maria High, CTE center/ag farm site, and Delta High. Each of the high schools will offer a specific academy program with all of the comprehensive high schools offering the following pathways: agriculture and natural resources, health and medical sciences, public service, arts and media, business and technology, engineering and manufacturing, and hospitality and tourism. Recommended Districtwide improvements to learning environments, technology, and classroom capacity are also provided.

5.4 EDUCATION PROGRAM IMPLEMENTATION

In support of the vision and mission of the District, and after reviewing available options and input from District stakeholders (in collaboration with institutions of higher education), the District has opted to offer selected academy and pathway programs for its students. These build on existing District programs and strengthen existing pathway classes at all four high schools. Each school would begin its educational transformation by implementing an academy program beginning in the 2015-16 school year and using the 2014-15 school year as the planning year. Academy programs would be developed in association with Alan Hancock Community College and Santa Barbara Community College to increase the school/work connection that is valued in today's economy. The District is also collaborating with the colleges to study the feasibility of offering dual enrollment courses.

The education program is designed to enhance academic achievement and widen student educational options. The District desires to have students feel more connected to their schools and their education by promoting a culture of respect and caring, providing engaging and rigorous educational options, strengthening partnerships with parents and the local community, and strengthening the quality of the career education program. Academy and pathway programs (together known as Linked Learning) focus on providing instruction related to well-paying jobs that are in high demand while also preparing students for college. The District desires to develop as many partnerships as possible to support these educational initiatives. This is expected to be achieved in three ways:

1. Working collaboratively with Alan Hancock Community College and Santa Barbara Community College to offer a range of concurrent enrollment classes as well as joint use of facilities for capstone courses
2. Deepen the partnership with the Santa Barbara County Office of Education to offer ROP programs within the District
3. Engaging business partners in the community to provide internships, jobs, and other work experiences related to the District's education programs, as well as offering mentoring and advice on adapting the curriculum to support academy and pathway programs

5.4.1 CONNECTION TO LCAP AND DISTRICT STRATEGIC PLAN

The State Local Control Funding Formula (LCFF) requires districts to complete and adopt a Local Control and Accountability Plan (LCAP). The LCAP is required to focus on eight areas identified as State priorities. An LCAP plan demonstrates how a District will achieve goals in these priority areas and assess strategies to improve learning outcomes. In addition to the eight general areas, a district may identify and incorporate its own local priorities.

The District has completed a thorough series of efforts to develop its LCAP based on a strategic planning process that considered an overall vision for serving students, pursuing achievement targets, and adopting specific policy actions. According to the District's LCAP plan:

> *"In the spring of 2013, the Santa Maria Joint Union High School District began a strategic planning process relying on diverse voices to identify and set the highest goals for our schools and our students. This work would provide the foundation for the Local Control Accountability Plan or LCAP. With the approval of the Santa Maria Joint Union High School District Board of Education, a 36-member Planning Team convened on April 15, 2013 and was charged with drafting the mission, vision statement, identifying core values, crafting strategic goals and strategic initiatives. The team included parents, students, teachers, classified staff, administration, representatives from higher and feeder education, and at large community members. The group used various forms of qualitative and quantitative data including student performance on CST testing, CAHSEE testing, AP results, graduation and drop-out rates."*

As a result of ensuing work by the District's Strategic Plan team, a completed Strategic Plan was approved by a unanimous vote of the Board of Education in September 2013. Subsequently, the District prepared its LCAP based on actions plans developed for each Strategic Goal/Initiative identified in the Strategic Plan. The education program implementation herein is based on many of the most promising practices for improving academic performance and is designed to support the District's Strategic Plan goals:

1. Smaller schools and smaller learning communities within each school using a "school within a school" model in which students feel a closer connection to their education. (Strategic Goal 1)
2. Academic programs based on high demand jobs in the Santa Maria area, as identified by the Workforce Investment Board (Goals 1 and 4)

3. Increased rigor and relevance of the educational experience (Strategic Goals 1, 2, and 5)
4. Increased student motivation by creating links between what is learned in school and the practical skills and problem-solving abilities needed in the working world. (Strategic Goals 1, 4, and 5)
5. Increased A-G requirements so that more students are prepared for college (Strategic Goal 1)
6. Collaboration among teachers, such that they work as a team to develop academy and pathway programs (Strategic Goal 1)

Currently, District schools are making progress toward the five goals in the District's Strategic Plan. The District is developing academy and pathway programs, expanding the A-G course offering, and increasing the dual enrollment course. These and additional efforts are actively underway at all schools. In support of these efforts, Academy programs for each site are proposed as follows:

- Santa Maria High School: Agriculture and Environmental Technology Academy
- Pioneer Valley High School: Health Science and Medical Technology Academy
- Righetti High School: Engineering and Manufacturing Academy
- Delta High School: Digital Media Academy

Within the comprehensive program to be offered at each high school, students would be able to apply for the academy of their choice, with a student selection process for each academy program developed during the planning year.

Other pathways to be developed and/or strengthened in the District have been selected in accordance with California Workforce Investment Board data that indicate which industry sectors will generate the most local job growth over the next ten years. These pathways would be made available at each high school, building on existing programs and building new ones where necessary to include:

- Agriculture and Natural Resources
- Health Science and Medical Technology
- Education, Child Development, Family Science, and Public Service
- Arts, Media, and Entertainment
- Business, Marketing, and Information Technology
- Engineering, Construction, Energy, Manufacturing, and Transportation
- Fashion/Interior Design, Hospitality, Tourism, and Recreation

These Linked Learning pathways will provide students with opportunities to take classes relating to interests in these particular fields, as well as enjoy experiential, hands-on learning opportunities and mentorships with local businesses and practitioners. In addition, dual enrollment classes could be offered in association with Alan Hancock Community College and Santa Barbara Community College that will extend the school day for students seeking further preparation for college. Linked Learning pathways will be designed as smaller learning communities contained within the high school program.

While it is the goal of the District to establish each of the academy and pathway programs designated for each site, it is not recommended that all programs be developed in a single year. Program

development takes time and should be carried out over a number of years to properly plan and articulate each program and the classes that comprise them. It also allows time to develop the necessary ties to local businesses, community colleges, and private-sector partners while also establishing advisory boards for each academy and pathway.

5.4.2 FACILITIES IMPROVEMENTS REQUIRED BY EDUCATION PROGRAM

Facilities to accommodate the pathways and proposed academy programs have been included in the proposed facility improvements. An important premise of the Reconfiguration and Facilities Program is the recommendation of facility improvements and projects that support the implementation of the proposed education program centered on integrating academy and pathway programs with Common Core State Standards and the core curriculum. Each high school will be the recipient of facilities that advance this goal. For example:

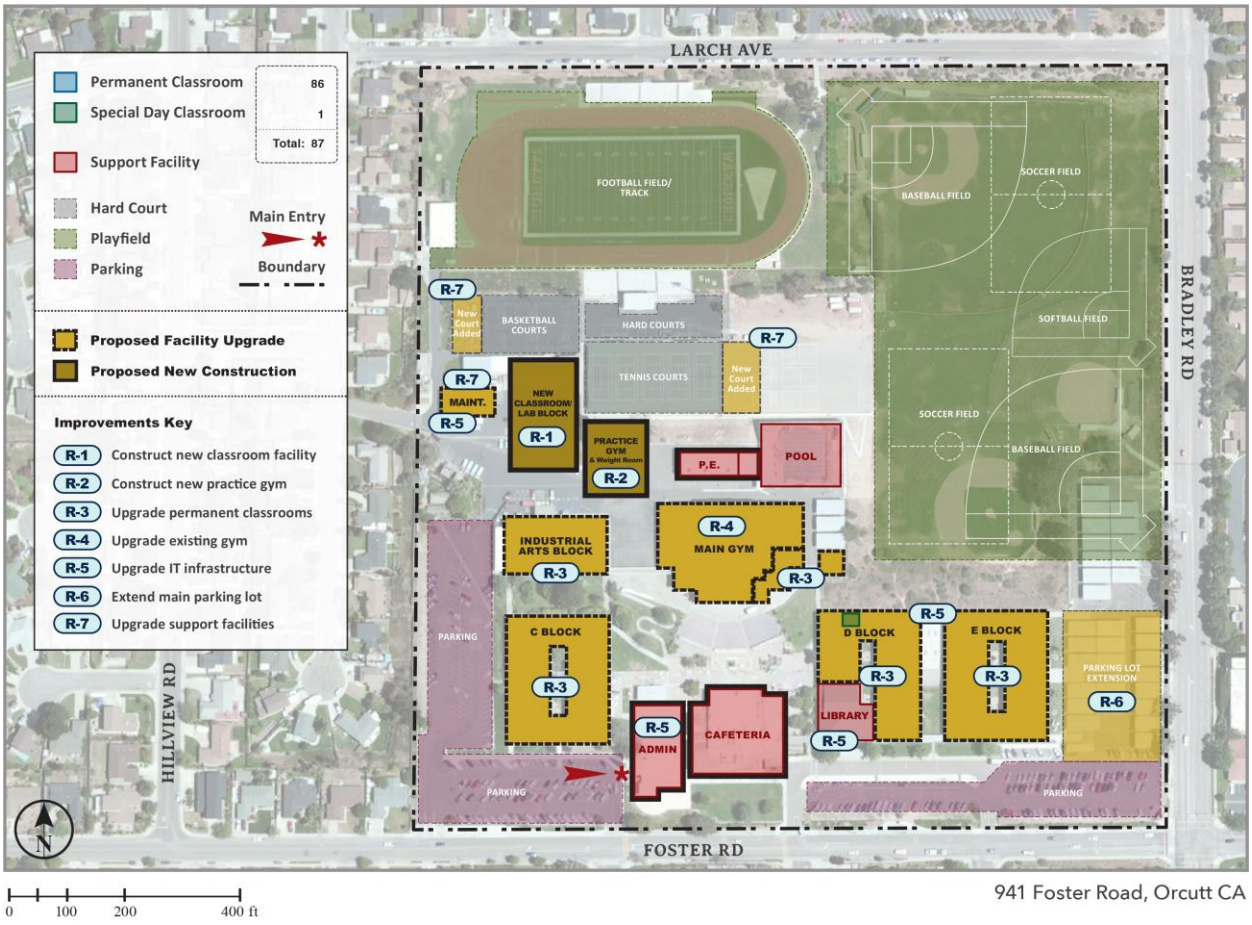
- **CTE Center/Ag Farm:** The proposed education program is supported by District plans to develop a 25-acre parcel of land at 1280 Founder Avenue to house an agricultural farm and CTE pathway capstone courses. Currently, there are no facilities at any District school site to house farm animals or land to raise plants or crops, and this new site will serve to meet the needs of a comprehensive agricultural program. This includes facilities for animal husbandry, horticulture, viticulture, and farming. The District also desires to create flexible spaces for CTE capstone classes. Initial proposals include a kitchen with dining and multipurpose space that serves a culinary arts program, a large building with roll-up doors for diesel mechanics, and construction/manufacturing workshops and labs. The site may be divided so as to devote 15 acres to agricultural purposes and 10 acres to CTE facilities. This new site would provide opportunities for all District students and would further advance pathways and academies located at Righetti High and Santa Maria High,.
- **New Classroom Facilities at Righetti High and Santa Maria High:** All proposed new classroom facilities and upgrades to older facilities at these sites will be designed to group like and complementary subjects in the same wing or around the same common space. This is intended to facilitate collaboration and creativity among both students and teachers. Grouping similar subjects also ensures that students participating in an academy or pathway program have a variety of instructional resources at close hand, whether in their classroom or one nearby. Facilities improvements include 21st century upgrades to permanent classrooms and labs to accommodate linked learning opportunities.
- **Academy program-related improvements at Delta High and Pioneer Valley High:** At these two sites, the emphasis is placed more toward taking existing rooms and improving them as purpose-built learning spaces that augment the efficacy of the academy classes. For example, the digital media academy at Delta High will require high-powered computer workstations that would not typically be supplied in general purpose classrooms. At Pioneer Valley High, the proposed health and medical sciences academy will require specialized equipment in customized rooms to ensure an adequate instructional experience. Not all rooms can serve all

subjects equally well; academy programs in fields such as engineering and health science rely on the availability of dedicated spaces that meet unique needs. Proposed 21st century upgrades will include these types of improvements.

5.5 PROPOSED IMPROVEMENTS: RIGHETTI HIGH

Proposed projects at Righetti High are described below. Diagrammatic reliefs and perspective are provided where possible.

Fig. 14 – Righetti High School—Proposed Configuration Diagram



Source: Santa Maria JUHSD; Google Earth

1. NEW CLASSROOM FACILITY: Construct a new facility to replace aging portables

A new classroom facility containing 29 regular classrooms and three agricultural science labs is proposed for the west side of the campus to the north of the industrial arts building and immediately west of the proposed practice gym. At approximately 31,100 square feet, the new facility will be built to educational specifications and energy efficiency standards. Although it will not provide a one-for-one replacement of all existing portables at Righetti High, the 32 learning spaces

in the new facility will accommodate 864 students at state loading standards. Added to Righetti High's student capacity in the 57 permanent rooms that remain, the school will be able to house up to approximately 2,400 students—well above its current enrollment today. Additional benefits of this project include:

- Allowing the eventual removal of all portables to free up space for other uses
- Providing state-of-the-art classrooms and labs that meet the needs of the proposed engineering and manufacturing academy programs for Righetti High
- Clustering academy classes in the same space to facilitate teacher collaboration between disciplines
- Prompting the reconfiguration of a pedestrian/vehicular conflict area that resolves the cross-flow of traffic, separates the different uses that occur in close proximity to each other, and increases the curb appeal of this portion of the campus

Site plan view of proposed reconfiguration of Righetti High with new classroom building and practice gym (both in gray)

Study elevation of proposed two story classroom/science lab facility to replace existing portables

The proposed placement of the new building will entail the repurposing of the existing agricultural science labs (Rooms 429 and 431) as a new District maintenance office, but these labs will be replaced in the new building. It would also involve the removal of the existing District maintenance office and the adjacent weight room—a facility that would be replaced in a proposed practice gym. An integrated system for bell, phone, and public addressing will be installed in the new classroom building as well.

Elevation of proposed classroom facility (right) adjacent to practice gym (left)

2. 21ST CENTURY CLASSROOM IMPROVEMENTS: ***Improve classroom interiors in Buildings C, D, and E, 400-series classrooms, and the library in Building D***

To ensure existing classrooms at Righetti High become the same high quality learning environments as will be found in the new classroom facility, all permanent rooms in Buildings C, D, and E and the 400-series classrooms (plus the two arts rooms in the gym) are proposed to receive significant interior upgrades. Similar improvements will be conducted in the school library in Building D. In summary, these upgrades will include:

- Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets, mounting putty, or other removable adhesives, these boards can also be used to hang posters or other materials. On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help mitigate acoustic reverberation.
- Modern and flexible furnishings for up to 30 students per room, in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required.
- A new teaching station and a moveable multimedia presentation shuttle.
- Three broadband-connected high-definition video displays attached to hydraulic wall mounts for easy adjustment of the displays' viewing angle and height. These displays will allow students to

view content from anywhere in the room and, through the use of media interface devices, project content from a computer or mobile device.

- Durable, new VCT flooring that can be easily maintained and repaired, new window blinds, and new coats of low-VOC paint to give each classroom a clean look.

Certain rooms will receive additional treatment. For example, the 11 labs in Building C will receive new fixtures and equipment to conform to the latest standards in biological, chemical, and physical science instruction. Safety equipment (e.g., eyewash stations, fire suppression systems, safety showers, etc.) will also be upgraded. In Building E, four rooms will be specially improved to serve academy and pathway classes in engineering/manufacturing, two rooms will be converted into computer labs for business pathway classes, and the two music rooms will be soundproofed.

As part of this proposed project, a range of ancillary improvements across the site will be carried out. Information technology needs will be addressed by ensuring a reliable and robust infrastructure for wired and wireless broadband connections is installed—including wireless access points in classrooms, offices, and exterior locations where a strong wireless signal will be needed. Necessary repairs to the fire alarm and suppression system will be made. The removal of portables on the east side of campus, enabled by the construction of the new classroom facility, will allow a major expansion of the parking lot in the southeast corner of the site. Reclaiming this space is seen as essential to alleviating the on-site parking shortage experienced during peak times. Additionally, a complete renovation of the existing agricultural science lab building into the District maintenance building will be made.

Another key part of this project is the execution of District-identified deferred maintenance projects. The District maintains a "facilities projects priorities list" for each school identifying all capital or other projects that address an existing concern or improve the functionality or appearance of the site. To reduce duplication, projects on the District's 2013-14 list were excluded if they directly addressed items already encompassed by facilities projects proposed in the Reconfiguration and Facilities Program. At Righetti High, these include installing a new roof and rebuilding the locker rooms in the gymnasium, drilling a new well for the irrigation system, improving campus security systems, resurfacing the running track, repaving the quad, slurry-sealing asphalt, and improving the landscaping on the hillside adjacent to the softball fields. All of these projects advance the greater goal of a more functional, safe, and attractive campus.

3. NEW PRACTICE GYM: ***Construct a new gym facility to complement the existing gym***

The third main project identified for Righetti High is the construction of a practice gym to augment the school's ability to meet the demand for indoor sports. The new facility will provide two additional basketball courts and house the weight room that presently exists in a standalone structure (and will be removed by the construction of the proposed classroom building). The practice facility will be smaller than the existing gym, which is conveniently located in relation to the rest of the campus and—given its spaciousness—can be modernized to incorporate the need of assembly spaces.

Corner view of proposed practice gym (rightmost building)

Ancillary projects tied to the construction of the new gym include the installation of a sixth tennis court and an additional outdoor basketball court. The baseball field north of Buildings D and E will also be enlarged and improved to regulation standards.

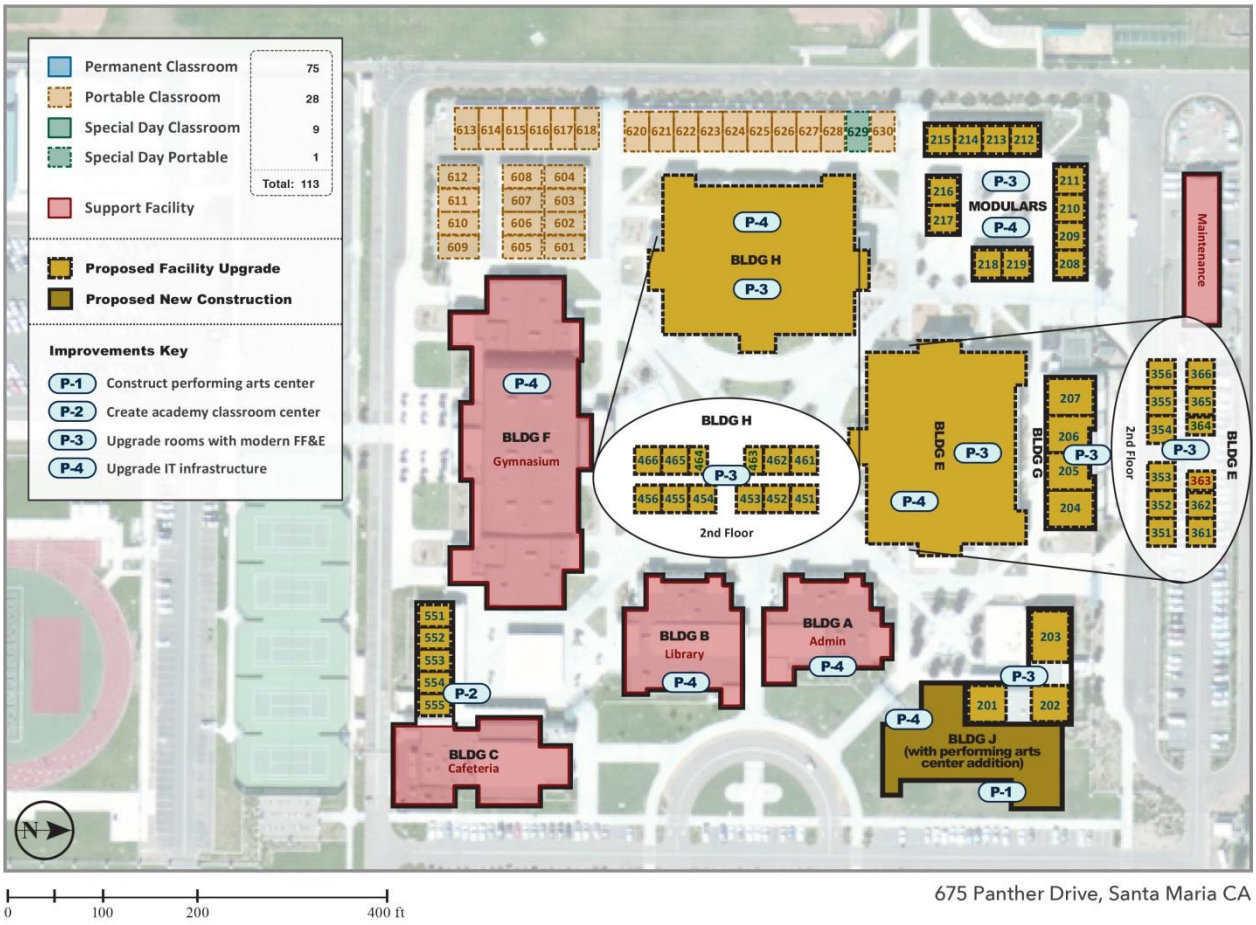
Schematic study of upgraded athletic facilities and new classroom building

5.6 PROPOSED IMPROVEMENTS: PIONEER VALLEY HIGH

As the newest comprehensive high school in the District, Pioneer Valley High already has excellent classroom and support facilities that lend themselves well to the 21st century educational paradigm. The

proposed program for the site focuses on adapting existing facilities to facilitate the implementation of a medical and health services academy. Pioneer Valley High's existing kinesiology ROP program is proposed to be the core of the new academy, supported by the construction of a sports therapy lab.

Fig. 15 – Pioneer Valley High School—Proposed Improvements Diagram



Source: Santa Maria JUHSD; Google Earth

Another key improvement on the campus will be the addition of a performing arts center onto Building J. This project is presently undergoing review by the Division of the State Architect (DSA). The expectation is that upon DSA approval, construction on the $9.6 million addition will occur without delay, paid for by funds from the District's building fund. These and other projects are described further below:

1. **NEW PERFORMING ARTS CENTER ADDITION:** ***Construct the performing arts center addition to Building J***

   The District has submitted for DSA review its plans to expand Building J, home of Pioneer Valley's band, choir, and drama rooms, into a full-fledged performing arts facility. Upon completion, the new facility will be able to provide improved learning and performance spaces for the arts and media pathway classes.

Rendering of proposed performing arts center at Pioneer Valley High, BCA Architects

2. **21ST CENTURY CLASSROOM IMPROVEMENTS:** ***Improve classrooms and labs in Buildings E, H, J, and G, plus the 500-series classrooms, modular classrooms, and portables***

   Although classroom interiors and furnishings are, on the whole, more up-to-date than at other District sites, no rooms at Pioneer Valley High currently have a full contingent of furnishing and equipment that would qualify them as meeting the model 21st century learning environment. To ensure the site's classrooms are improved to the same level as those at Righetti High and Santa Maria High, it is proposed that rooms be upgraded in the same manner as at the aforementioned schools, including:

   - Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets, mounting putty, or other removable adhesives, these boards can also be used to hang posters or

other materials. On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help mitigate acoustic reverberation.

- Modern and flexible furnishings for up to 30 students per room, in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required.
- A new teaching station and a multimedia presentation shuttle that the teacher can maneuver easily around the room.
- Three broadband-connected high-definition video displays attached to hydraulic wall mounts for easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from anywhere in the room and, through the use of media interface devices, project content from a computer or mobile device.
- Durable, new flooring that can be easily maintained and repaired, new window blinds, and new coats of low-VOC paint to give each classroom a clean look.

A key difference between Pioneer Valley High and the other sites, however, is that the site's 29 portable classrooms will receive these interior upgrades, since they will remain in place to accommodate student enrollment. A total of 113 rooms, therefore, are proposed to receive the 21st century learning environment upgrade. In addition, three supplementary projects that will improve the functionality of the school are proposed:

- **New facilities for the health and medical sciences academy:** To enable high quality instruction in health and medical science academy classes, specially-fitted rooms will be required. Rooms in the 550-series wing attached to the cafeteria are proposed for this purpose, as at least one of those rooms has plumbing and power for an ice bath—a requisite fixture for a sports therapy and kinesiology clinic and lab—in addition to sufficient space for medical bays and storage for exercise and physical therapy equipment. These spaces also feature close proximity to the gym and athletic fields.
- **Upgraded IT infrastructure:** Information technology infrastructure will be improved across the site to provide a seamless and reliable online and networking experience for all students and staff.
- **Execution of District-identified maintenance projects:** The list of projects includes replacing keys, replacing heat pumps and repairing roofs and gutters in portable classrooms, slurry-sealing paved surfaces, recoating the basketball and tennis courts, installing new fencing along the western property line, and resurfacing the gym floor.

5.7 PROPOSED IMPROVEMENTS: SANTA MARIA HIGH

The improvements proposed for Santa Maria High weave together a number of goals that combine to create a landmark campus worthy of the District's oldest school. The vision for Santa Maria—collaborated on by District administrators, staff, teachers, and the District's planning consultant—brings order, clarity, and unity to a school site that is showing the strains of incremental growth over time; namely, a jumble of buildings and facilities of varying age and state of repair. The proposal for Santa Maria High is to use a once-in-a-generation opportunity to rebuild a large part of the campus in a

manner that uses space more efficiently and incorporates an environmental design that honors Santa Maria High's heritage through respectful adherence to the historic architectural vernacular. Ultimately, the redevelopment of Santa Maria High will result in a civic investment that the whole of Santa Maria will be proud to call their own.

Fig. 16 – Santa Maria High School—Proposed Improvements Diagram

Source: Google Earth

The reconfiguration of the campus starts at the north end of the site, where a new arrangement of academic buildings emphasizes locational efficiency between (and within) buildings while creating open and inviting central spaces to maximize the outdoor environment. Anchoring the new buildings will be a bell tower—a direct evocation of the bell tower that once existed by Ethel Pope Auditorium—that guides the motorist or pedestrian to the new front of the campus on Morrison Avenue. New classroom buildings, adjacent to a newly restored Ethel Pope Auditorium and set back from the street by an entry courtyard and visitor parking, will give the school a distinctive and welcoming entrance. It will also make easier the ability to monitor student and visitor movements into and out of the site. From the vantage point of the new entry area, the two classroom buildings, set back from the street and separated by a broad pedestrian walkway, will allow the visitor, parent, or student to identify the administration office at once.

Once inside, a shaded courtyard becomes the starting point to reach different parts of the campus. For example, to the northeast will be Santa Maria High's new arts cluster to support an arts and media pathway (with a new facility for band, choir, and performing arts), the restored historic Ethel Pope Auditorium, and the art gallery. To the east is the school library and to the south are the practice gym and 240-classroom building—all familiar sights but now given new presence thanks to the role they play in visually bounding the south side of the new classroom cluster.

Site study of proposed Santa Maria High reconfiguration

To the west, a reorganization of facilities results in dramatically improved efficiency in the use of space. With the portables previously at the northwest corner now replaced by rooms in the new classroom buildings on Morrison Avenue, much needed parking space can be reclaimed. Lastly, looking to the south, the emphasis on locational efficiency for athletic facilities becomes readily apparent. By consolidating portable classroom square footage into new permanent rooms in the north end of campus, the south end can be reconfigured to fit additional sports facilities that many high schools in comparable communities have. These include a six-court tennis complex that meets tournament requirements and an eight-court basketball facility, all surrounded by shade trees and ample spectator seating. The existing practice field will be rebuilt as a soccer and multipurpose field with space on either end for overflow and ancillary uses. The judicious use of space in the south half of Santa Maria High also allows the installation of a parking lot that is in close reach of the Wilson Gymnasium and allows emergency vehicle access from the end of Pershing Street. Together with the parking lots along Stowell Road and Morrison Avenue, this new lot will improve convenient access to all parts of the school site.

Efficient use of space is a key design premise for Santa Maria High. The replacement of nine smaller buildings by two large ones frees up space for other uses, including new athletic facilities and much-needed on-site parking. Consolidating teaching spaces into state-of-the-art classroom and lab facilities that provide for flexible learning spaces to promote collaboration, communication, and creativity and

increase energy efficiency also allows the removal of portable classrooms across the site without reducing enrollment capacity. In fact, at full build-out, Santa Maria High will have 96 permanent rooms with an approximate capacity of 2,592 students—250 more than are presently enrolled today. The proposed configuration for Santa Maria High achieves a wide range of objectives in service of the 21st century high school environment: more modern, functional classrooms and labs in permanent facilities; more parking, more open and green space; and more athletic facilities—all on the same parcel of land and all of it designed to unify the look and feel of the campus, simplify wayfinding and identification of the front of the campus, and organize uses in a natural and sensible manner. These improvements are described in a series of five main projects, as follows:

1. **NEW CLASSROOM FACILITIES:** ***Construct a grouping of new classroom structures to replace 210's, 220's, 310's, 320's, 330's, 360's, 410's, 420's, and 440's buildings and aging portables***

   This project consists of constructing new classroom buildings to replace nine aging structures and reconfigure the north end of the site.

Elevation study of new proposed entry on Morrison Avenue with Spanish colonial motif

   At the north end of campus, between Morrison Avenue and the MMLC and Small Gym, a new grouping of multiple state-of-the-art classroom buildings is proposed. These facilities will consolidate the learning spaces currently occupied by nine existing buildings whose age and condition warrant their replacement. (In the 330's Buildings, the six-room addition is not part of the nine structures being replaced.) A breezeway and bell tower between two of the new classroom buildings fronting Morrison Avenue will visually underscore the location of the school's new main entry area and aid in creating a closed campus setting in which visitor and student movements are more easily controlled. In the proposed configuration, the result of the arrangement of these new

structures to encircle a large, central quad will be a greatly improved sense of place. Additional benefits of this project include:

- Reconfiguring the entire east half of the campus to improve pedestrian circulation, unify the campus architecturally, and increase the school site's curb appeal
- Creating a grand entrance to the site that facilitates how visitors find their way to the front office
- Allowing the eventual removal of all portables to free up space for other uses
- Providing state-of-the-art classrooms and labs that meet the needs of proposed agricultural and natural resources academy programs for Santa Maria High
- Grouping more like uses in the same space to facilitate student and teacher collaboration

Overhead study view of new classroom facility cluster with main entry courtyard and fountain along Morrison Avenue

Approximately 80,000 square feet of new classroom facilities will be divided among a series of two-story buildings built to high energy efficiency and sustainability standards and to architecturally fit with the Spanish colonial style in many of the school's existing buildings (and the new classroom facility currently going up next to the Ethel Pope Auditorium. Forty learning spaces are proposed: 20 regular classrooms, 10 science/flex labs, and 10 specialty classrooms capable of accommodating the needs of classes in CAD/drafting, multimedia, engineering, and other subjects relating to the engineering and manufacturing, arts and media, and business technology pathways proposed for the school. All specialty rooms will be designed and built to be reconfigurable for different uses as needed. Additionally, to ensure that the exterior of these new buildings is as pleasant to be in as the interior, a shaded courtyard of approximately 15,000 square feet and an attractive new main entry area and parking lot on Morrison Avenue will be built.

2. NEW ADMINISTRATION BUILDING: ***Construct a new facility for office and administration uses***

The relocation of the front of Santa Maria High to Morrison Avenue will require the school's offices and administrative activities to move closer to Morrison as well. A new administration building is proposed immediately adjacent to the breezeway/bell tower that serves as first point of contact for persons entering the campus from Morrison Avenue. Per educational specifications, the proposed facility will include all of the necessary offices, work rooms, conference rooms, and storage spaces required for a high school of this size.

An ancillary project with the construction of the new administration building will be the creation of a new 32,000-square-foot parking lot in front of the Wilson Gym to serve the current and future parking needs of the middle of the campus, where a number of new athletic facility improvements are proposed. Primary access to this lot will be from an internal drive lane off of Stowell Road. Emergency and District vehicle egress from the lot will be possible on Pershing Street, but as a residential street it is intended that the street be relied upon as little as possible so as to minimize the nuisance of vehicular traffic.

3. 21ST CENTURY CLASSROOM IMPROVEMENTS: ***Upgrade the 230's, 240's, 330's, 350's, and 510's, buildings with modern classroom interiors.***

A total of 34 permanent classrooms and labs in the 230's, 240's, 330's, 350's, and 510's buildings (those not demolished for new classroom facilities) will receive extensive interior upgrades, including:

- Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help mitigate acoustic reverberation.
- Modern and flexible furnishings for up to 30 students per room, in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required.
- A new teaching station and a multimedia presentation shuttle for each room.
- Three broadband-connected high-definition video displays attached to hydraulic wall mounts for easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from anywhere in the room and, through the use of media interface devices, project content from a computer or mobile device.
- Durable, new flooring that can be easily maintained and repaired, new window blinds, and new coats of low-VOC paint to give each classroom a clean look.

In the 330's Buildings, the six-room addition (Rooms 334-339) will receive classroom improvements, while its parent wing (the original Agriculture Building) will be demolished as part of the new classroom facilities project. Additionally, two classrooms in the Cafeteria/MPR (Rooms 480 and 462) are included for improvement along with the aforementioned buildings.

Other proposed activities grouped into this project include:

- **Reconfiguring the former administration wing on Camino Colegio into classrooms:** Up to 10 classrooms can be restored from the existing arrangement of rooms in this wing. Each of these rooms will receive the same interior improvements provided to other classroom buildings.
- **Executing District-identified maintenance projects:** The list of projects includes replacing keys and upgrading campus security, relocating gas and electric utilities, resurfacing the running track, softball field, and cafeteria/MPR floor, and installing restrooms between the two ball fields.

4. SUPPORT AND ATHLETIC FACILITIES: ***Improve outdoor athletic facilities and construct new athletic and support facilities***

A comprehensive upgrade to outdoor athletic facilities is proposed for Santa Maria High. Proposed improvements and/or new construction for the baseball field on the west side of campus will result in new turf, backstops, dugouts, and fencing. As part of the reconfiguration of the northwest quadrant of the campus, the existing softball field will be moved west to lie back-to-back to the existing baseball field. This will involve the construction of an entirely new field with new backstop, dugouts, fencing, and scoreboard. Adjoining the softball field will be a multipurpose field that extends east to the edge of the outfield of the current softball field. At the same time as improvements to the ball fields are being undertaken, the existing parking lot in the northwest quadrant will be expanded and relocated to the north to make use of the space freed up by the removal of 12 portables and the relocation of the softball field. An access lane from Stowell Road north to the new classroom complex on Morrison Avenue will be improved.

Other proposed improvements to athletic facilities include:

- New facilities for tennis and basketball: A six-court facility will be constructed across from the main gym that meets tournament play needs. To the south of it, a row of basketball courts (up to 10) will be built upon the removal of portable classrooms. These courts will be installed on the north and south sides of the new parking lot constructed at the same time as the new administration building is being built.
- The existing practice field on the south side of campus will be rebuilt to the south of the tennis facility, adjacent to the row of new basketball courts. All portables and the 600's Building will be demolished as part of the reconfiguration of the south end of the site for the new field.
- The existing wrestling room will be upgraded with new mats and padded walls.

Incorporated into this project are two other key projects: upgrading Information technology infrastructure across the site to provide a seamless and reliable online and networking experience for all students and staff, and constructing a 2,000-square-foot community health clinic to replace the one removed during the demolition of the 310's Building. The new clinic may be a standalone facility or integrated into one of the new classroom facilities at the north end of the campus.

5. AUDITORIUM RENOVATION: ***Rehabilitate and modernize the Ethel Pope Auditorium***

The District has preliminarily estimated the scope of work necessary for renovating the auditorium to a modern performing arts facility standard.

- A comprehensive program is recommended to rehabilitate interior and exterior walls, upgrade building systems (e.g., electrical, water, HVAC), improve safety and accessibility, and improve the overall appearance and functionality of the facility.
- All doors, windows, and signage will be replaced, interior and exterior stairways upgraded, and accessible ramps and lifts installed to attain ADA compliance. The auditorium's 776 wooden seats will be refurbished and an additional 42 seats installed to replace missing and damaged ones.
- Building security will be enhanced with regular and emergency lighting, a new fire alarm and suppression system, and a new mezzanine-level exit.
- Outside of the building, improvements to landscape and site drainage will be made as well.

The end result will be a functionally transformed venue that retains its historic and well-kept façade while satisfying modern expectations of a performing arts facility.

5.8 PROPOSED IMPROVEMENTS: DELTA HIGH

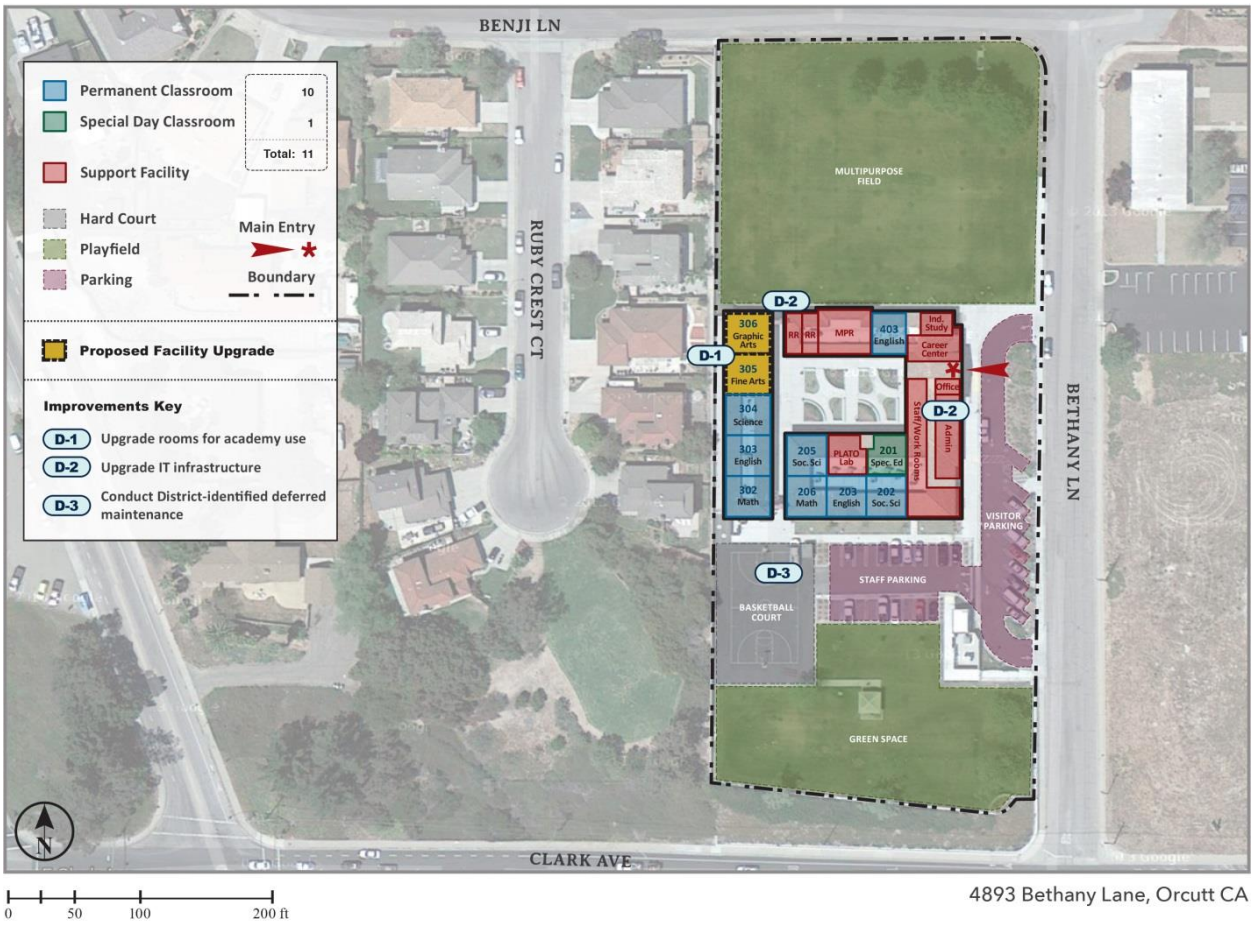
As the newest-built school site in the District, Delta High has very little wear and tear and thus requires the least amount of capital investment in facilities. Rather, the emphasis should be on ensuring that Delta High can accommodate classes in the digital and media arts academy proposed for it.

1. 21ST CENTURY CLASSROOM IMPROVEMENTS: ***Upgrade arts rooms and IT infrastructure for academy program purposes***

Rooms 305 and 306 are Delta High's arts classrooms. To improve their capacity to serve a more rigorous digital arts academy program, new, high-powered computer workstations and an improved broadband data backbone are proposed. This will ensure that students taking academy classes can work with the most capable equipment and up-to-date software. In support of this emphasis on digital technology, wireless broadband and IT infrastructure will be upgraded to a higher capacity and reliability. The smaller size of the Delta High campus should make this goal more easily achieved.

As part of this project, deferred maintenance projects in the District's 2013-14 facilities projects priorities list will be carried out to improve the functionality of the site. This includes replacing keys, slurry-sealing paved surfaces, and recoating the basketball court.

Fig. 17 – Delta High School—Proposed Improvements Diagram



Source: Santa Maria JUHSD; Google Earth

5.9 PROPOSED IMPROVEMENTS: CTE CENTER/AG FARM

A separate, purpose-built facility for career technical classes and applied agricultural science and natural resources classes is a priority for the District. The following is proposed for advancing this project in a timely manner.

1. LAND ACQUISITION AND CONSTRUCTION OF FACILITIES

Upon the expected acquisition of the targeted parcel on Founder Avenue in the spring of 2015, the District intends to move quickly to construct the necessary facilities to provide academy and pathway capstone classes in agricultural mechanics, agricultural economics, horticulture, viticulture, livestock, environmental science, natural resource management, culinary arts, manufacturing, and more. While this will not be a separate school, it will serve as an important ancillary facility meeting the needs of Career Technical Education (CTE) and agricultural and natural resource science classes

for the entire District. All classrooms and learning spaces on site will be fitted with the same level and quality of interior furnishing and equipment as provided at the other District sites.

Fig. 18 – CTE Center/Ag Farm Parcel—Proposed Configuration

Sources: Santa Maria JUHSD; Google Earth

As currently proposed, permanent facilities will be located on the north side of the parcel. Vehicle access will extend from Morningside Drive. New facilities will include three classroom and shop buildings for CTE classes, two barns for livestock and storage, parking, and a bus loop around the development footprint. Pump stations, irrigation infrastructure, and other equipment will also be built. Large portions of the southern two-thirds of the parcel are already under cultivation and will remain so. Livestock facilities will therefore be kept closer to the two barns.

Design teams involved in the site's development will be specifically tasked with exploring options to create zero-net-energy and/or carbon neutral structures within the budget allocated for improvements. Particular attention to energy efficiency concepts will be an integral part of the process for selecting professional services involved in the development of the site.

Views of the new CTE center

5.10 DISTRICTWIDE IMPROVEMENTS

Some of the proposed improvements in the Reconfiguration and Facilities Program are not specific to a particular site and thus should be coordinated across all sites so that equivalency and consistency are achieved in areas such as classroom furnishings, technology upgrades, and student capacity enhancement. These kinds of Districtwide improvements are described below.

5.10.1 FURNISHINGS, FIXTURES, AND EQUIPMENT

A fully functional facility requires far more than four walls. Designing from the inside out, architectural teams selected to work on the program must consider the elements of classrooms and learning spaces that are central to changing the way our schools are utilized. Floor-to-ceiling whiteboards allow creativity to flourish from any side of the classroom. Ergonomic chairs increase student concentration, while adjustable tables allow easy reconfiguration for solo or group work needs. High definition displays with wireless connectivity to handheld devices reinvent the way students and teachers collaborate.

Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom in the 21st century. Rooms are designed to be as open as possible, so that the furniture inside them can be configured for different purposes as needed. One day, a teacher may want her students arranged in small groups. The next day, she may want the middle of the floor cleared of all furniture for a class activity. And on the third day, she may need to administer a test, with each student at their own desk in traditional rows and columns. An open-plan room requires flexible furniture to be able to achieve this simply and efficiently. The arrangement of adaptable furniture lends itself to the creation of

small learning communities within classrooms, which are shown to be effective for students (see Section 1.3.3). Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at a moment's notice.

Learning environments modernized, reconfigured, or constructed will, upon completion, be fully furnished and equipped to realize the requirements detailed in this section. Cost estimates for 21st century learning environments include line items for each of the components described herein. Design and construction professionals will be expected to expand their traditional cost models to ensure effective budgeting of these improvements.

Tables and Seating: In recent years, great advances have been made in the ergonomic quality, build quality, flexibility, and sustainability of classroom furniture. From single-student desks and chairs to modular soft seating and collaborative tables for small groups, the innovation in the industrial design of furniture has made configuring classrooms for almost any purpose easier than ever. Lightweight, durable, foldable, stackable, and attractive, the new generation of tables, seating, and teaching stations is a key element of the model 21st century learning environment. For example, student chairs designed to support body movement and encourage sit/stand activities are shown to increase focus and comprehension.

Examples of next-generation classroom and library furniture

Additional examples of the flexibility and diversity of next-generation classroom furniture

Tackboards: There will always be a need for wall space throughout the room to pin student work, learning concepts, and other materials. Ideal tackboard panels are room height to provide maximum usable space. A typical panel may be 8 feet in height by 4 feet in width and arranged in series to cover an entire wall or alternated with markerboards. Tackable walls will typically cover approximately 20% of the total wall space in a general purpose classroom.

Markerboards (whiteboards): Multiple write-erase surfaces are required on walls throughout the room, preferably at floor-to-ceiling height to maximize space for drawing, writing, or similar activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Walls with windows will normally require sliding markerboards so that windows can be covered if a full writable wall is needed. To achieve this, a soffit and track system will be sufficiently offset from the wall so that sliding boards do not strike window casings. Markerboards should also be magnetic to allow materials (papers, posters, etc.) to be magnetically "pinned" to the surface. On two opposite walls of the typical classroom, markerboards should be fixed in a vertical position so that each board covers the wall from floor to ceiling. Markerboards will encompass approximately 80% of the total wall space in a general purpose classroom.

Storage: Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions for an "analog" design. In most 21st century classrooms, only a limited supply of casework and storage are required. If a classroom is equipped with sink and counter, storage beneath the sink is appropriate. Otherwise, most storage solutions should be achieved through the use of moveable carts or closets hidden behind sliding markerboard walls.

Examples of moveable storage carts well-suited for the 21st century classroom

Lighting: Room illumination has a profound impact on the quality of the learning experience. Natural light should be maximized if possible, supplemented by energy-efficient lighting fixtures that replicate the daylight spectrum. Dimmable lights are a valuable benefit for classrooms featuring video displays.

5.10.2 DIGITAL TECHNOLOGY

The modern learning environment requires reliable and immersive exposure to digital resources, and the District is highly aware of this, as noted in its Revised Comprehensive EETT and E-rate Plan for 2010-

2015. The District has mapped out strategies to increase Internet bandwidth through installation of a 1-terabyte fiber optic pipe, reinforce its wide area network connectivity, boost the capacity of local area network (LAN) Ethernet backbones to each school site, and replace each LAN's main distribution frame central switch (which control all data traffic in and out of each site). Infrastructure improvements such as these are important prerequisites to effectively equipping schools with one computing device per student (1:1), reflecting a growing expectation for learning in the 21st century.

The District's Technology Plan anticipates these initiatives over a five year period and has identified approximately $1.1 million per year in capital spending needs, or $5.5 million total over time. In a similar fashion, the District's LCAP has articulated the costs associated with technology improvements over a three year period, and specifically calls for spending to be used to achieve wireless access at all schools and the purchase of 1:1 devices for all staff and students. The LCAP identifies a total cost over this period of $4.87 million. In order to support these LCAP costs, while also accounting for potential infrastructure costs considered by Technology Plan as well as a suitable allowance for likely expenditures to equip student and staff devices for State testing requirements (e.g. charging stations for laptops or keyboards and protective cases for tablets), Phase I of this Plan identifies approximately $5.2 million in funding for technology over a five year period between FY2015 and FY2019.

A similar set-aside of funds in Phase II is recommended over a five year period between FY2020 and FY2024. The Phase II allocation of an additional $5.2 million in funding for technology relies on two widely accepted assumptions about the technology industry. The first is that within the 6-10 years that follow the adoption of this Plan, technology needs may have sufficiently evolved to warrant replacement of certain Phase I purchases or may require District adoption of as yet unanticipated technology costs that may be commonplace a decade from now. The second assumption is that past trends with respect to changes in the cost of technology over time continue into the future, and therefore the relative cost of computing power per person continues its downward trajectory. The nature of technology to become more powerful and yet lest costly over time is a contradiction to the cost of construction activities, which typically inflate annually. As a result of this observation, the Plan does not account for any change in technology funding between Phase I and Phase II despite the passage of time over that period.

In the classroom, digital technology is expected to take advantage of Districtwide upgrades in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and, second, by providing students and teachers with devices that communicate wirelessly with those displays.

Interactive Displays in the Classroom: For each classroom, three flat screen displays measuring at least 60 inches diagonally are required to support the vision described in the Reconfiguration and Facilities Program. In student resource centers or school libraries, a substitution of one 100" high definition display (or a comparably sized interactive wall) can be made. All displays must have at least three HDMI (High Definition Multimedia Interface) inputs and built-in Wi-Fi equipment or an attached accessory device that enables Wi-Fi access. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost

consumer model available at many discount retailers than a specialized technology available through educational component distributors.

Displays will be mounted to the wall by way of adjustable hydraulic brackets. The bottom edge of the display should be about six feet above the floor, but the adjustable mounting bracket will permit the display to be repositioned—e.g., to extend the display out from the wall and lowered approximately two or three feet to table height for better use by students and teachers. Cables and wires should be obscured behind the mount and within the wall.

Each room will be equipped with a handheld video/audio source selection switching device to allow the instructor to adjust the video or audio source fed to the displays. The same image may be fed to all displays in a room, or a different image can be fed to each display. Additionally, the instructor will be able to control the source of the feed from the handheld switch. For example, sources may include laptops or tablets used by student or the teacher, DVD players, media interface devices (e.g., Apple TV), document cameras, and digital microscopes.

1:1 Mobile Device Program: Current technology trends indicate an aggressive shift toward portable computing devices capable of displaying digital books, wirelessly connecting to local area networks and the Internet, and allowing students to complete assignments and projects using installed apps (so that the devices can be used for more than simply consuming content). In fact, the District has already begun piloting tablet devices in the classroom; notably at Delta High. Mobile devices place technology and access to information directly in the hands of students and provide physical and intellectual ownership of their learning process. As part of a proposed Districtwide 1:1 mobile device program, each school will be supplied with a sufficient supply of tablet devices to meet the needs of student enrollment and teaching staff. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. Students will be assigned a device for the duration of the school year, after which the device will be returned to their teachers and reset for use by students in the following year. The District will be able to preload textbooks, reading materials, and instructional content onto the devices, which can be set up by the District's IT department staff to prevent unauthorized downloading. During the school day, the device will serve as the primary source for instructional material. A high level of interactivity between students and teachers will be enabled by wireless connections in each classroom. This is the complementarity between the technology affixed to each classroom and the mobile technology that stays with the student during the course of the school day.

Another benefit to the digital classroom as described above is the fact that this kind of program begins to erode the need for general purpose computer labs, such that computer labs can be converted for high-powered workstations running advanced applications that are impractical on a mobile device (e.g., video rendering, computer aided design, 3-D printing, etc.).

Use of Mobile Devices for Standardized Testing: The ongoing deployment of 1:1 mobile devices provides not only a new medium for teaching and learning, but may also support State requirements that students begin taking standardized testing assessments online starting in 2014. Either traditional desktop computers or mobile devices may be used for online assessment, provided that either the

requirements set by the Smarter Balanced Assessment Consortium ("SBAC"). Many of the District's schools will be prepared to conduct assessments using existing computer lab facilities, though some sites that have already received tablet devices may choose to evaluate the effectiveness of testing on these same devices.

Current SBAC testing requirements indicate that a hardware external keyboard must be utilized with a mobile device such as a tablet during testing, "unless students use alternative input devices as part of their classroom instruction." This requirement and the associated caveat have produced a degree of confusion among districts that intend to use their tablet deployments to fulfill testing requirements. The prevailing view at this time is that testing will require the use of mechanical—and not touchscreen—keyboards during testing. This is a highly feasible solution that does not at all weaken the case for a transition to mobile devices. A wide variety of physical keyboards are available for tablets that connect wirelessly or by cable. Shown below are examples of the Apple iPad, Microsoft Surface Pro, and Samsung Galaxy Tab, each connected to physical keyboard options.

Tablet devices easily connect to a wide range of physical keyboards, as shown here for the Apple iPad, Microsoft Surface Pro, or Samsung Galaxy Tab

5.10.3 ADDITIONAL CLASSROOMS

Based on the anticipated enrollment growth expected by 2023, it is proposed that the District build additional permanent classrooms over time to increase its total capacity. In accordance with anticipated funding and the education specifications provided Section 5.2, the Reconfiguration and Facilities Program proposes 53 new classrooms.

This would accommodate an additional 1,931 students per state loading standards in permanent housing throughout the District. It is also equal to the number of general purpose classrooms used to support an enrollment capacity of 2,500 when combined with specialty spaces and support facilities. These rooms would satisfy a key component of a new high school if the District pursues this option in the years ahead. Whether these new rooms are built on existing or new school sites, however, they will contribute to alleviating crowding concerns and limit the District's reliance on portable classrooms.

SECTION 6

IMPLEMENTATION AND MASTER PROJECT BUDGET & SCHEDULE

6.1 OVERVIEW

The Reconfiguration and Facilities Program integrates the District's academic achievement vision for its educational programs with facility improvements that must be sequenced and financed to accommodate these needs. The plan builds on previous accomplishments of the District to meet its facility requirements and incorporates ongoing projects into a facilities program that is meant to provide a blueprint for future improvements that will aid in the creation of 21st century learning environments and innovative academic initiatives for all pupils served by the District. The Reconfiguration and Facilities Program provides improvements at the District's four high school sites, consistent with the District's Strategic Plan.

In summary, a capital program of up to $190 million (inflated dollars) is proposed to be implemented over two phases that will:

- Upgrade existing facilities to support academic achievement, including upgraded Career Technical Education (CTE) and academy/pathway classrooms and labs at all school sites
- Construct a state-of-the-art, centralized facility to support CTE and agricultural science opportunities Districtwide
- Transform the appearance and functionality of older campuses by replacing aging structures and portables with modern, 21st century, permanent facilities at Righetti and Santa Maria high schools
- Fund and improve the regular replacement of student educational technology (the 1:1 mobile device program) and support facilities commensurate with proposed educational specifications to be implemented at all schools
- Maintain the sustainability of the District's general fund by leveraging local resources, including developer fees and local bond proceeds, with state aid grants through phasing and sequencing of facility improvements that minimize the impact to local taxpayers

6.2 FACILITIES IMPLEMENTATION - MASTER PROJECT BUDGET

The District has tasked Caldwell Flores Winters to act as its Program Manager along with the responsibility for initial development and ongoing maintenance of a master project budget (Master Project Budget). According to mutual agreement:

The Program Manager, with assistance from District staff and the Professional Consultants, shall review existing budgets for each proposed project and expenditures to date, and create and maintain a master project budget for all District Reconfiguration and Facilities Projects (the "Master Project Budget").

Accordingly, a Master Project Budget has been prepared based on anticipated project costs. The costs associated with construction are generally identified as "hard" costs and "soft" costs. In combination, they comprise what is properly called the total "project" cost. Hard costs are resultant from the construction itself (e.g. materials and labor). Soft costs are those costs that are an integral part of the building process and are usually preparatory to, or supportive of, the construction. These include professional fees and other related, but non-construction costs (e.g. design development, legal services, permitting, etc.). For the purpose of designing a program master budget, all-in total project costs, inclusive of both hard and soft costs, were used. Additionally, unit prices are sourced from the latest version of Saylor construction cost manuals in 2014 dollars. The master budget for all three project phases is estimated at $194.8 million in inflated dollars.

Table 21 – Proposed Master Project Budget, FY 2015-23*

Sources	Phase I	Phase II	Total
Existing Bond Authorization (Measure C, 2004)			
2015	$ 29,001,905	$ -	$ 29,001,905
New Bond Authorization			
Series A		$ 32,753,431	$ 32,753,431
Series B	$ -	$ 42,670,123	$ 42,670,123
Series C	$ -	$ 23,627,980	$ 23,627,980
Existing Building Fund Balance	$ 14,319,290	$ -	$ 14,319,290
Existing State Aid Reimbusements	$ 3,624,904	$ -	$ 3,624,904
Existing Deferred Maintenance	$ 255,157	$ -	$ 255,157
Estimated Projected State Aid Receipts	$ -	$ 44,410,794	$ 44,410,794
Estimated Developer Fee Receipts	$ 2,040,134	$ 2,122,272	$ 4,162,406
Est. Total Funds	**$ 49,241,390**	**$ 145,584,601**	**$ 194,825,992**

Uses	Phase I	Phase II	Total
Righetti High	$ 18,500,723	$ 25,304,117	$ 43,804,841
Pioneer Valley High	$ 9,600,000	$ 8,649,336	$ 18,249,336
Santa Maria High	$ -	$ 64,804,812	$ 64,804,812
Delta High	$ 138,105	$ -	$ 138,105
CTE/Ag Farm	$ 10,381,600	$ -	$ 10,381,600
District 1:1 Tech Deployment/Replacement	$ 5,223,063	$ 5,223,063	$ 10,446,126
Additional Classrooms		$ 29,204,684	$ 29,204,684
Subtotal	$ 43,843,492	$ 133,186,013	$ 177,029,505
Program Reserve	$ 5,397,898	$ 12,398,588	$ 17,796,486
Est. Total Uses	**$ 49,241,390**	**$ 145,584,601**	**$ 194,825,991**

* *In 2014 dollars.*

The proposed Master Budget anticipates project funding for approximately $195 million (inflated dollars) from two major sources. The first relies on today's available funds and remaining, but unissued, authorization from Measure C approved by voters in 2004. Approximately $49.3 million is anticipated to be available in combination from the fund balance of prior bond sales, collected developer fees, reimbursements from prior state aid projects and deferred maintenance funds. In order to access the remaining authorization from Measure C, the issuance of additional bonds must be approved by the Board at the time such funding may be required, at a rate not to exceed the statutory tax rate limit of $30 per $100,000 of assessed valuation.

The second source anticipates the need for future funds to become available from three primary sources: state aid reimbursements for projects already underway (e.g. 12 classroom wing at Santa Maria High) or to be completed during Phase 1 or 2, anticipated developer fees from further new residential construction, and a new Proposition 39 bond measure in the amount of approximately $99 million to be placed before voters at a future eligible election date (earliest date is 2016), subject to Board consideration and approval. This makes funding contingent on a new state bond for new construction and modernization, currently pending before the legislation with the earliest approval date in November of 2014, followed by the next opportunity in 2016. Phase 2 is not anticipated to begin until 2017.

6.2.1 PHASE I PROJECTS

Table 22 – Proposed Phase I Budget, FY 2015-17*

Righetti High	
New Classroom Facility	$18,500,723
Pioneer Valley High	
New Performing Arts Center Addition to Bldg. J	$9,600,000
Delta High	
Classroom, Site Infrastructure, and Maintenance Improvements	$138,105
CTE/Ag Farm	
Land Acquisition and Construction of Facilities	$10,381,600
Districtwide	
1:1 Tech Deployment/Replacement	$5,223,063
Subtotal Phase I Project Costs	**$43,843,492**
Phase I Reserve Funds	$5,397,898
Phase I Total Estimated Costs	**$49,241,390**

** Project costs are in 2014 dollars inflated by 5% annually until the projected completion date*

Phase I projects comprise priority projects that can be funded with existing District funds and the remaining bonding authority from the Measure C-2004 bond. The phase is expected to begin in 2014-

2015 and is led by new classroom and improvements at Righetti High, a new performing arts facility at Pioneer Valley High, construction of the Districtwide CTE/Ag farm project, and the phased implementation of a 1:1 Tech Deployment/Replacement Program. All projects are to be initiated and substantially advanced by the end of fiscal year 2017. Table 22 summarizes the projects by site.

6.2.2 PHASE II PROJECTS

Phase II represents projects that would be largely funded by proceeds from a new local general obligation bond and by state aid grants. The bulk of capital improvements, include the reconstruction of Santa Maria High, the construction of a new practice gym at Righetti High, the upgrade of all permanent classrooms into 21st century facilities and the second deployment of 1:1 technology improvements at the end of this phase. Projects are projected to be initiated in 2017 and substantially completed by 2023.

Table 23 – Proposed Phase II Budget, FY 2017-23*

Righetti High	
Classroom, Site Infrastructure, and Maintenance Improvements	$15,604,721
New Practice Gym	$9,699,396
Subtotal	**$25,304,117**
Pioneer Valley High	
Classroom, Site Infrastructure, and Maintenance Improvements	**$8,649,336**
Santa Maria High	
New Classroom Buildings (1)	$14,449,430
New Classroom Buildings (2)	$19,373,352
New Admin Facility	$5,809,334
Classroom, Site Infrastructure, and Maintenance Improvements	$3,988,081
Support and Athletic Facilities	$8,955,236
Auditorium Renovation	$12,229,379
Subtotal	**$64,804,812**
Districtwide	
1:1 Tech Deployment/Replacement	$5,223,063
Enrollment Capacity Improvement (53 Permanent Classrooms)	$29,204,684
Subtotal	**$34,427,747**
Subtotal Phase II Project Costs	**$133,186,013**
Phase II Reserve Funds	**$12,398,588**
Phase II Total Estimated Costs	**$145,584,601**

** Subject to State Aid eligibility. Project costs use 2014 dollars compound-inflated by 5% annually.*

6.3 FACILITIES IMPLEMENTATION - MASTER PROJECT SCHEDULE

In its role as Program Manager for the District, Caldwell Flores Winters has also been tasked with the responsibility for initial development and ongoing maintenance of a "Master Project Schedule" (hereafter, Master Schedule). According to mutual agreement:

> *The Program Manager, with assistance from District staff and the Professional Consultants, shall review existing schedules for each Reconfiguration and Facilities Project and create and maintain a master project schedule for all Reconfiguration and Facilities Projects in the District Reconfiguration and Facilities Program (the "Master Project Schedule").*

Accordingly, the Reconfiguration and Facilities Program includes a master schedule and sequencing strategy that optimizes the use of State funding, allows for the most efficient use of construction resources, maximizes program efficiencies, and minimizes disruption to the education program, wherever possible. The goal is to minimize the need for new interim facilities during construction by building those projects first that do not require substantial demolition of existing classrooms. Secondly, it is assumed that relocatable classrooms to be replaced by permanent facilities will remain in place until replacement facilities are constructed. Efforts will also be undertaken to prioritize improvements during periods when school is not in session. With that consideration, a program reserve has been established to deal with unforeseen circumstances that may impact the above assumptions and require additional expenditure to provide facilities when otherwise needed. A detailed master schedule for the two phases is summarized below as well as in Table 24.

- **Phase I:** The first phase of the implementation program begins in FY 2015 and extends through the fiscal year ending in 2017. Major work is focused on providing new and modernized classroom facilities at Righetti High School and Delta High School and 1:1 technology deployment districtwide. The CTE center/ag farm facility is also proposed during Phase I, on the expectation that the District will complete its acquisition of the property in the spring of 2015. Additionally, the new performance arts center presently in DSA back-check will be constructed at Pioneer Valley High. Phase I includes a program reserve to fulfill required, but as yet unanticipated, events that may occur.
- **Phase II:** The second phase of the program begins in FY 2017 and extends through the fiscal year ending in 2023. Major work is focused on providing 21st century classroom facilities to Righetti, Pioneer Valley, and Santa Maria high schools. The majority of new construction will be at Santa Maria High, where a broad reconfiguration and upgrade of the entire high school site will be undertaken. Elsewhere, a new practice gym will be built at Righetti High and classroom upgrades will be carried out at Pioneer Valley High. Phase II also includes projects to expand the permanent classroom capacity of District schools and funds the ongoing maintenance of the Districtwide 1:1 mobile device program. A program reserve is maintained to fulfill required, but as yet unanticipated events that may occur.

Table 24 – Master Project Schedule

Phase I					
School	**Project**	**Cost**	**Scheduled**		**Estimated Total Months**
			Start	**End**	
Righetti High					
	New Classroom Facility	$18,500,723	8/2014	10/2017	39
Pioneer Valley High					
	New Performing Arts Center Addition to Bldg. J	$9,600,000	8/2014	4/2016	21
Delta High					
	Classroom, Site Infrastructure, and Maint. Imprvs.	$138,105	8/2014	2/2017	31
CTE/Ag Farm					
	Land Acquisition and Construction of Facilties	$10,381,600	8/2014	4/2017	33
Districtwide					
	District 1:1 Tech Deployment/Replacement	$5,223,063	8/2014	6/2020	71
	Phase I Subtotal	***$43,843,492***			
	Program Reserve	***$5,397,898***			
	Phase I Total	***$49,241,390***			

Phase II					
School	**Project**	**Cost**	**Scheduled**		**Estimated Total Months**
			Start	**End**	
Righetti High					
	Classroom, Site Infrastructure, and Maint. Imprvs.	$15,604,721	1/2017	1/2022	61
	New Practice Gym	$9,699,396	1/2017	1/2022	61
	Subtotal	***$25,304,117***			
Pioneer Valley High					
	Classroom, Site Infrastructure, and Maint. Imprvs.	$8,649,336	7/2017	7/2022	61
Santa Maria High					
	New 20 Classroom Building 1	$14,449,430	7/2017	10/2020	40
	New 20 Classroom Building 2	$19,373,352	7/2019	10/2022	40
	New Admin Facility	$5,809,334	7/2017	10/2020	40
	Classroom, Site Infrastructure, and Maint. Imprvs.	$3,988,081	7/2019	10/2022	40
	Auditorium Renovation	$12,229,379	7/2019	10/2022	40
	Support and Athletic Facilities	$8,955,236	7/2019	10/2022	40
	Subtotal	***$64,804,812***			
Districtwide					
	District 1:1 Tech Deployment/Replacement	$5,223,063	7/2020	6/2024	48
	District Enrollment Capacity Improvement	$29,204,684	7/2022	6/2025	36
	Subtotal	***$34,427,747***			
	Phase II Total	***$133,186,013***			
	Program Reserve	***$12,398,588***			
	Phase II Total	***$145,584,601***			
	Phase I & II Total	**$194,825,991**			

6.4 FACILITIES IMPLEMENTATION - RECOMMENDATIONS

As the District begins to execute the Reconfiguration and Facilities Program, important actions must be undertaken for Board consideration as recommended below:

- Approve and adopt this Reconfiguration and Facilities Program, including the Master Budget and Master Schedule
- Direct the Team to provide quarterly progress reviews and Reconfiguration and Facilities Program updates every six months, including an update on enrollment, project funding, the Master Project Budget, Master Project Schedule and status of individual projects
- Prepare necessary procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Reconfiguration and Facilities Program
- Undertake necessary steps to secure funding, including procurement of state aid and available local funding to provide for the orderly and efficient funding of the Reconfiguration and Facilities Program
- Develop and maintain communication protocols to apprise the Board, staff and the community of the progress of the Reconfiguration and Facilities Program

Once this Reconfiguration and Facilities Program is adopted, the District will need to proceed with the proposed program in concert with remaining planning, design and construction components that must be carefully coordinated together throughout implementation. The sequencing of tasks for professional services firms will need to be carefully guided and monitored to ensure progress, quality, and performance. The goal of the program will be to promote the proposed plan and stay within budget, timeline and phasing in order to meet the stated goals of the District. This will also mean going through the regulatory and environmental review process, submittal of State grant applications, and the need to comply with all federal, State and local regulations, including the review of all projects by required State agencies.

The author of this plan, Caldwell Flores Winters, extends its thanks and appreciation to the District for this opportunity to serve the Santa Maria community. Under the scope of its agreement with the District, the CFW team is now prepared to coordinate the implementation of the overall program, project budgets and master phasing of improvements. The team will also continue to examine ways of optimizing the use of State grants and bonds to fund the projects as the process continues. Ongoing management of the implementation program is recommended to improve efficiency and optimize the opportunity for success by avoiding potential problems during program implementation.